

Table 15

Varimax Rotated Factor Structure for School
Social Compositional Characteristics

Source of information and predictor	Junior				Senior			
	I	II	III	h ²	I	II	III	h ²
Principal								
Children of persons on welfare	.73	-.17	.15	.53	.69	-.24	.02	.54
Court-ordered desegregation	.17	.00	.54	.32	.10	.03	.50	.26
Community desegregation plan	.19	-.02	.47	.26	.16	.04	.48	.26
Percent students bussed	.08	.09	.54	.31	-.08	-.02	.49	.24
Percent students reading one year below grade level	.66	-.23	.27	.56	.60	-.40	-.04	.52
Teacher								
Percent students low ability	.65	-.36	.33	.66	.76	-.31	.06	.67
Teacher-student composite ^a								
Percent students white	-.90	.05	-.24	.88	-.85	.12	-.30	.84
Percent students Spanish	.50	-.19	.00	.28	.44	-.13	.05	.21
Student								
Percent female	.01	.09	.03	.01	.07	.06	-.02	.01
Self-reported reading ability	-.14	.37	-.10	.16	-.28	.39	.03	.24
Father present	-.79	.05	-.26	.69	-.80	.09	-.24	.71
Mother present	-.44	.19	-.15	.25	-.35	.19	-.08	.17
Father's education	-.23	.88	-.06	.83	-.20	.93	.02	.90
Mother's education	-.20	.90	-.12	.87	-.24	.87	-.04	.82
Parents punish	-.24	-.06	.10	.07	-.42	-.13	-.18	.23
Parents talk about school	-.09	.44	-.03	.20	-.05	.32	.00	.11
Grade level	.08	-.07	-.02	.01	.10	.10	.13	.04
Racial imbalance ^b	.07	.15	-.55	.33	-.06	.11	-.36	.15

^aEqually weighted composite of closely related student and teacher reports.

^bAbsolute value of the difference between 50% and percentage students who report themselves to be white.

Table 16

Alpha Reliability Coefficients for Measures
of School Compositional Characteristics
Which are Externally Determined

Scale	Junior high		Senior high	
	alpha	no. of items	alpha	no. of items
Social disadvantage	.83	8	.81	8
Parental education--				
self-reported ability	.74	4	.74	4
Desegregation	.60	4	.71	4

tion (R^2) for the entire set of predictors drops a little. The social and educational disadvantage characteristic of a school's studentry is strongly associated with teacher victimization report rates, but not with student victimization rates. Even when taken all together, these social and demographic characteristics are associated with only 4% and 16% of the variance in student victimization rates in junior and senior high schools, respectively. This contrasts with the higher values--42% and 38%--for teacher victimizations. In short, these school compositional characteristics are strongly linked with school disruption only when our estimates are based on teacher rather than student reports.

Table 17

Regression of Composite Social Compositional Measures on
Measures of School Disruption

	Junior high		Senior high	
Measure of School Social Composition	r	beta	r	beta
Criterion is overall disruption				
Social and educational disadvantage	.54**	.55**	.52**	.60**
Parental education and self-reported ability	-.09	.14*	-.13*	.14*
Desegregation	.29**	.12*	.14*	.03
Average grade level	.04	.01	-.20**	-.27**
Percent female	-.05	-.07	-.16**	-.18**
R ²	.32**		.38**	
Criterion is teacher victimization				
Social and educational disadvantage	.62**	.67**	.58**	.67**
Parental education and and self-reported ability	-.07	.18**	-.12*	.18**
Desegregation	.24**	.03	.13*	-.01
Average grade level	.09	.06	-.07	-.14**
Percent female	.02	.00	-.04	-.06
R ²	.42**		.38**	
Criterion is student victimization				
Social and educational disadvantage	.09	.06	.08	.14*
Parental education and self-reported ability	-.03	.01	-.04	.03
Desegregation	.15**	.14*	.01	.00
Average grade level	-.08	-.10	-.33**	-.34**
Percent female	-.08	-.10	-.19**	-.20**
R ²	.04*		.16**	

*p<.05

**p<.01

This section has established that school demographic and social composition, and to a lesser extent desegregation activities are associated with rates of school disruption as assessed by the victimization measures used. It has also summarized information about three composite measures of school social composition which will be used in a later phase of the research. The next section of the report explores the relation of school size, staffing, and resources to school disruption.

CHAPTER 7

SCHOOL SIZE, STAFFING, AND RESOURCES

School size, staffing patterns, and resources are school characteristics of importance because of the suggestions in the Safe School Study (NIE, 1977) and the McPartland and McDill (1976) reports that school size, at least, may be an important determinant of school disruption, at least indirectly via the consequences of large school size for ensuing lack of high quality teacher-student interaction. This suggestion is supported by Garbarino (1978). In addition, thorough examination of school size, staffing, and resources is a prerequisite to model testing at a later stage in our research effort. Eventually, we will want to more explicitly examine hypotheses that these school characteristics influence other aspects of school climate, which in turn are related to delinquency. In this chapter we begin the task by examining correlations of school size, staffing patterns, and resources with our measures of school disruption.

Information about the school characteristics examined in this set, their correlations with each of the measures of school disruption, and the proportion of variance in each criterion which is associated with the entire set of predictors is summarized for junior high schools in Table 18. Table 19 shows parallel information for the senior high schools. Once again, student victimizations are less predictable using these predictors than are teacher victimizations, with only 6% of the variance predicted for junior high schools and 10% predicted for senior high schools. Interestingly the teachers' aggregate reports about the extent to which the school supplies them with the materials and equipment they need for teaching ("teaching resources") is weakly but significantly correlated with student victimizations in both groups of schools.

The number of different students taught was highlighted in the original Safe School Study report, where a claim was made that this variable contributed to the explanation of student victimizations. In fact, when one applies significance tests for the correlations shown in that report, this variable has a correlation significantly different from zero in only one of the groups of schools studied (suburban junior high schools). Using the present measure of student victimizations, number of different students taught correlates significantly with this criterion in senior but not junior high schools. The sign and magnitude of the correlation is consistent with that reported in NIE's Safe School

Table 18

Correlations of Junior High School Disruption with Measures of
School Size, Staffing, and Resources

Predictor	Overall disruption	Teacher victimization	Student victimization
Percentage of teachers white	-.38**	-.42**	-.10
Student-teacher ratio	-.12	-.16**	.02
Avg. yrs. of teacher experience	-.09	-.04	-.10
Percentage of teachers female	.04	.00	.04
Average educational level of teachers	.14*	.23**	-.02
Teaching resources	-.39**	-.40**	-.16**
Average no. of different students taught	.06	.04	.11
Average class size	.02	.08	-.06
School total enrollment	.30**	.36**	.08
R ²	.34**	.42**	.06*

Note. N's range from 290 to 311.

*p<.05

**p<.01

Table 19

Correlations of Senior High School Disruption with Measures of
School Size, Staffing, and Resources

Predictor	Overall disruption	Teacher victimization	Student victimization
Percentage of teachers white	-.27**	-.29**	-.10
Student-teacher ratio	-.05	-.06	-.04
Avg. yrs. of teacher experience	.01	.01	-.06
Percentage of teachers female	-.04	.02	-.06
Average educational level of teachers	.16**	.24**	-.07
Teaching resources	-.39**	-.44**	-.14*
Average no. of different students taught	.28**	.26**	.18**
Average class size	.01	.06	-.06
School total enrollment	.22**	.25**	.02
R ²	.30**	.32**	.10**

Note. N's range from 286 to 312.

*p<.05
**p<.01

Study report. The original report also claimed that mean class size was related to student victimizations although none of the correlations reported in that set of analyses is significant (significance levels were not reported in the NIE's report).³⁴ In the present results, with the present measure of student victimization we find results which parallel the actual results in the original analyses--no significant association of class size with student victimization.

Teacher victimizations are more strongly associated with several school characteristics in this set than are student victimizations. The squared multiple correlations for teacher victimization are .42 for junior and .32 for senior high schools. Percentage of teachers white and the availability of teaching resources are negatively correlated with teacher victimizations in both junior and senior high schools. Average level of educational attainment of the schools' teachers and school size (total enrollment) are positively correlated with teacher victimizations in both groups of schools.

³⁴It appears unlikely that any of the partial regression coefficients could have been significant for these variables in the original Safe School Study report, although we have not attempted to determine these significance levels ourselves.

We emphasize that all the results reported in this section refer to total associations of these measures of school size, staffing, and resources with school disruption. Because we have already shown that a number of other community and school characteristics which may be assumed to be causally prior to these measures are also associated with school disruption, and because those other factors are also undoubtedly not independent of the school characteristics examined here, some of the associations noted in this section are surely spurious. The decomposition of correlations into spurious components and contributions to the explanation of school disruption must await further analysis, some of which is reported in a later chapter of this report.

The following section examines the structure of school social organizational characteristics including a variety of principal, teacher, and student attitudes; school governance styles and sanctioning practices; and school academic and social climate.

CHAPTER 8

SCHOOL SOCIAL ORGANIZATION

Many of the strategies which have been suggested to help schools cope with school disruption have to do with how a school is run. The theoretical work done in preparation for the Safe School Study (Williams, Moles, & Boesel, 1975) implied that attitudes, beliefs and values; aspects of school governance involving school administration; the ways in which rules are applied and formulated; school educational orientations, and grading practices are all potentially important. The development of the instruments used in the Safe School Study appears to have been guided by these speculations, and more specifically by theoretical work by Spady (1974), Polk and Schafer (1972), and Hirschi (1969). As a consequence, the Safe School Study survey instruments collected a broad range of information pertinent to the evaluation of these speculations.

This section summarizes research on the dimensions of school social organization and examines the relations of these dimensions to school disruption. Because so much material is covered, the work is presented in segments. We first examine principal and teacher attitudes and styles for coping with or thinking about disruption. Second, we focus on school rules, sanctioning practices, control over decision making, parental and student involvement in school decision making, and principal and teacher reports on how equitably the school is run. Third, we examine other aspects of the schools' social climate including academic climates according to reports from teachers and students, and several aspects of student social climate and peer culture. The extensive information collected in the Safe School Study relevant to school social organization, and the desire to efficiently analyze these data, led us to modify our initial plan for the research (Chapter 3) by breaking some large tasks up into smaller pieces.

Principal and Teacher Attitudes

The following paragraphs describe the development of measures of principal and teacher attitudes about school disruption, with a focus on how these groups believe school problems should be handled.³⁵ These paragraphs describe the meanings of these measures by showing their correlations with student reports about the teachers and principals, provide information about the reliability of the measures,

and examine the association of these individual (principal) or group (teacher) attitudes with school disruption.

Blatant solicitation of attitudes was avoided in the principal questionnaire. Principals were asked, however, to express their recommendations to others about how school disruption should be dealt with, and their responses may be viewed as attitudinal measures. Table 20 shows the attitude items considered and their factor structure. Based on this factor analysis (performed using all data from junior and senior high principals combined) we formed two scales which are called social approach and enforcement approach. A principal who scores high on the social approach scale is one who recommends coping with disruption by trying to get students more involved in the operation of the school; providing courses tailored to the needs, abilities and interests of the students; providing counseling; and involving parents. Such a principal apparently has an implicit theory about the roots of disruption and seemingly would be predisposed to take action which would remediate these problems. A principal who scores high on the enforcement approach scale is concerned with rule enforcement and school security and tends to recommend the segregation or expulsion

³⁵Again, the reader should recall that we are not dealing with individual measures in the case of teachers, but with aggregate measures. Hence, although the word "attitude" with its individual level connotation is used, we are really discussing group-level phenomena--group predispositions or typical group attitudes.

of problem students.

Table 20

Varimax Rotated Factor Structure for
Principal Attitude Items (N=609)

	Factor		
	I	II	h ²
Measure strongly recommended			
Provide security guards in school.	.04	.49b	.24
Have regular police stationed in school.	.02	.41b	.17
Suspend and/or expel discipline problem students.	-.06	.43b	.18
Put disruptive youngsters into separate schools or classes.	.03	.42b	.18
Get students more involved in the operation of the school.	.50a	-.09	.26
Draw up and enforce stricter rules of conduct.	-.04	.24b	.06
Provide more courses tailored to student needs, abilities and interests.	.53a	.04	.28
Provide more counseling for students with problems.	.47a	.12	.23
Get parents more involved in the operation of the school.	.35a	-.08	.13

^aThese items were added together to form the scale called "social approach."

^bThese items were added together to form the scale called "enforcement approach."

A variety of items were included in the teacher questionnaire that were obviously (even to respondents) intended to capture attitudes. Table 21 shows the attitudinal items considered here and the factor structure of the group-level correlations among the items. Based on this factor analysis three scales were constructed which we called teacher authority, democratic approach, and punitive approach. In schools whose teachers in the aggregate score high on the teacher authority scale, teachers tend to believe schools should have rules about the ways students must dress, believe that beginning teachers tend not to be strict enough, eschew familiarity with students, and regard profanity as a moral offense. Although the interpretation of this scale as an authoritarianism measure occurred to us, the title we have chosen is less pejorative and has more justification because relatively few items would allow a clear tie-in with traditional measures of authoritarianism (Adorno, Frankel-Brunswick, Levinson, & Sanford, 1950). Also, the scale measures a group characteristic rather than a dimension of individual personality.

In schools that score high on the democratic approach scale, teachers tend to say that students and parents should have a say in the running of the school. In schools that score high on the scale called punitive approach, teachers typically say that some pupils are "just young hoodlums" who should be treated accordingly, and recommend severe punishments and summary suspensions.

Table 21
Varimax Rotated Factor Structure for Teacher
Attitude Items (N=623)

Item	Factor				h ²
	I	II	III		
Schools should have rules about the way students can dress.	.53 ^a	-.29	.03		.36
It is all right for schools to suspend students without a hearing.	.26	-.28	.30 ^c		.24
If students are in a fist fight, let them settle it themselves.	.12	.12	-.04		.03
If students use drugs around school, it is their own business.	.04	.23	.07		.06
Students should have a lot to say about how this school is run.	-.24	.88 ^b	-.20		.86
Parents should have a lot to say about how this school is run.	-.18	.56 ^b	-.10		.38
Pupils are usually not capable of solving their problems through logical reasoning.	-.44 ^a	.06	.32		.30
Beginning teachers are not likely to maintain strict enough control over their pupils.	.27	-.03	.23		.13
The best principal gives unquestioning support teachers in disciplining pupils.	.49 ^a	.20	.14		.30
It is justifiable to have pupils learn many facts about subjects even if they have no immediate application.	.02	.01	.22		.05
Being friendly with pupils often leads them to become too familiar.	.61 ^a	-.15	.20		.44
Student governments are a good "safety valve" but should not have much influence on school policy.	.48 ^a	-.48	.17		.50
If a pupil uses obscene or profane language in school, it must be considered a moral offense.	.66 ^a	-.14	.02		.45
A few pupils are just young hoodlums and should be treated accordingly.	-.03	.04	.99 ^c		.99
A pupil who destroys school material or property should be severely punished.	.22	-.15	.44 ^c		.27
Pupils often misbehave in order to make the teacher look bad.	.61 ^a	.18	.05		.41

Note. The high h² estimates result from the inability to correctly invert the correlation matrix. See Chapter 3. Nevertheless the solution appears easily interpretable.

^aThese items were scored in the appropriate direction and added together to form the scale called "teacher authority."

^bThese items were added together to form the scale called "democratic approach."

^cThese items were added together to form the scale called "punitive approach."

As one way to assess the meaning of these principal and teacher attitude scales, we constructed some measures of student ratings of principals and teachers. Our purpose was to determine whether the expressed attitudes of principals and teachers are related to student perceptions of their behavior. Table 22 shows the ratings examined and their factor structure. Three scales were constructed based on these factor analysis results, as indicated by the superscript letters in the table.

Evidence about the nature of the principal and teacher attitude scales is summarized in Table 23 by showing how they correlate with each other and with the student ratings of principal and teacher behavior. It also shows reliability estimates for all the measures. Although the two principal attitude scales are nearly orthogonal, the teacher scales show substantial overlap with each other, despite our use of the factor analysis to build scales measuring distinct dimensions. The student ratings are sometimes significantly correlated with the attitude scales, but these correlations are small. If the attitudes tapped by these scales are translated into behavior by principals or teachers as a group, these behaviors do not result in clear-cut patterns of student perceptions of teacher or principal performance. Furthermore, the reliabilities of these scales are generally modest, implying that whatever they measure is in some cases not measured very well.

Table 22
Varimax Rotated Factor Structure for Student Ratings of
Principal and Teacher Governance Styles (N=621)

Item	Factor			h ²
	I	II	III	
The principal is doing a good job.	.92 ^a	.17	.10	.90
The teachers are friendly.	.03	.78 ^b	-.07	.61
The principal runs the school with a firm hand.	.57	.22	.64 ^c	.79
The teachers are doing a good job.	.33	.73 ^b	.16	.67
The principal gets out of his office and talks with the students.	.72 ^a	.09	.01	.53
The principal is tough and strict.	-.29	-.04	.80 ^c	.72
The principal is fair.	.91 ^a	.18	-.13	.88
The principal is friendly.	.89 ^a	.15	-.24	.88

Note. The high communality estimates for some variables are a result of the high level of aggregation in these data. See Chapter 3.

^aThese Likert-type items were added together to form a scale called "good principal."

^bThese Likert-type items were added together to form a scale called "good teachers."

^cThese Likert-type items were added together to form a scale called "strict principal."

Table 23

Correlations among Principal and Teacher Attitude Scales,
and Student Ratings of Principal and Teachers

Attitude or Rating	Principal Attitude		Student Rating of Principal		Teacher Attitude			Student Rating of Teacher
	1	2	3	4	5	6	7	8
Principal Attitude								
1. Social approach	(.52)							
2. Enforcement Approach	.00	(.48)						
Student Rating of Principal								
3. Good principal	.02	-.17**	(.92)					
4. Strict principal	-.08	-.06	.10*	(.51)				
Teacher Attitude								
5. Teacher control	-.15**	.03	.02	.23**	(.77)			
6. Democratic approach	.11*	.01	-.05	-.12**	-.41**	(.76)		
7. Punitive approach	-.04	.12**	-.06	-.08	.41**	-.30**	(.54)	
Student Rating of Teachers								
8. Good teachers	-.06	-.16**	.33**	.16**	-.10	-.04	-.23**	(.72)

Note. N's range from 578 to 623. Reliability coefficients (alpha) are shown on the diagonal.

*p<.05

**p<.01

Principal and teacher attitudes and school disruption.

Table 24 shows the zero-order correlations between the measures of principal and teacher attitudes--and student ratings--and the measures of school disruption. The principal attitude or style scales are sometimes significantly correlated with the criteria, but these correlations are small. The correlations between the student ratings and the three measures of school disruption imply moderate associations of student appraisals with all three measures of school disruption. Teacher attitudes are also often significantly related to the disruption measures, and except for the punitive approach scale, their size is also small. These correlations imply that disruption is greater in schools where teachers tend to express punitive views, and slightly greater in schools in which teachers express attitudes implying that students and parents should have a lot to say about how the school is run (democratic orientation). These correlations are descriptive, of course. Cause and effect inferences are inappropriate here.

The total associations of the entire set of attitude or style variables with the three measures of school disruption are summarized in Table 25. These results imply nonnegligible and significant associations.

Table 24

Zero-Order Correlations of Measures of
Principal and Teacher Attitudes or
Style with School Disruption

Attitude or Style	Overall Disruption		Teacher Victimization		Student Victimization	
	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.
Principal Attitude						
Social approach	.11	.10	.12*	.09	.04	.02
Enforcement approach	.14*	.16**	.16**	.17**	.01	.01
Teacher Attitude						
Teacher authority	.07	.11	.08	.03	.01	.12*
Democratic orientation	.26**	.11	.18**	.15*	.22**	.03
Punitive approach	.30**	.33**	.34**	.35**	.05	.10
Student Rating						
Good principal	-.26**	-.15**	-.22**	-.08	-.17**	-.17**
Strict principal	-.26**	-.13*	-.32**	-.18**	-.05	.03
Good teachers	-.47**	-.38**	-.39**	-.36**	-.33**	-.21**

Note. N's range from 287 to 312.

* $p < .05$

** $p < .01$

Table 25

Squared Multiple Correlations of Principal and Teacher
Attitudes or Style, and Student Ratings,
with Disruption Measures

Predictor set	Overall disrup- tion	Teacher victim- ization	Student victim- ization
Junior high schools (N's=291 to 311)			
Principal and teacher attitudes	.22**	.21**	.07**
Principal and teacher attitudes and student ratings	.36**	.33**	.15**
Senior high schools (N's=287 to 312)			
Principal and teacher attitudes	.20**	.23**	.03
Principal and teacher attitudes and student ratings	.28**	.29**	.09**

**p<.01

School Governance and Sanctioning Practices

This subsection describes the development of measures of school governance--how principals, teachers, and students report that the school is run--and also scrutinizes sanctioning practices. After reporting on the characteristics of these measures, we examine their associations with school disruption.

Our exploration proceeded in several steps. First, the principals' reports of school rules, specific actions taken with respect to disruptive students, and the role of students in relation to rules and sanctions were examined.

Table 26 describes the information obtained from principals and displays the factor structure of these pieces of information. A strong first factor is characterized by principal reports that relatively many students were put on probation, transferred, or dealt with via talks with parents. The second factor is difficult to interpret, with items regarding the enforcement of a dress code and paddling of students having high loadings.

Second, the structure of aggregated teacher reports about school governance, sanctions, and school administration or functioning were examined. Table 27 shows the variables considered and their factor structure. The second factor shown on this table is defined primarily by various sanctioning practices. Because we had difficulty in interpreting this factor, and because of the difficulty in making sense of the factor analysis of principal reports about school governance--most of which involved sanctioning practices--we deferred the interpretation of this teacher factor until we could examine both teacher and principal reports on sanctioning practices in a single factor analysis.

The interpretation of the remaining factors appears more straightforward, and they were used to guide the construction of four scales. The first of these is called teacher-administration cooperation. In schools that score high on this scale, teachers typically report that all students are treated equally, they get help from counselors,

Table 26
Varimax Rotated Factor Structure of Principal
Governance Items

Item	Factor		h ²
	I	II	
How strictly enforced is each of the following: ^a			
Students must comply with a dress code	-.02	.55	.30
Students must comply with smoking rules	-.06	.16	.03
Students who damage or destroy school property must repay the school	-.15	.23	.07
In (month) how many students were: ^b			
Put on school probation	.88	.08	.78
Faddled	.03	.40	.16
Suspended	.12	.19	.05
Expelled from your school	.04	.18	.03
Assigned to special day-long class in your school for disruptive students	.00	.18	.01
Transferred to special school for disruptive students	.70	.02	.49
Transferred to another regular school because of discipline problems here	.94	-.08	.90
Referred to a community mental health agency as disruptive student	.93	-.10	.87
Arrested by the police for incidents occurring at school	.23	.21	.10
You or assistant principal met with parents to discuss their children's behavior	.97	-.06	.94
Does your school have a discipline court with students on it?	.00	.02	.00
Does your school have a printed student rights and responsibilities code? ^c	.07	.12	.02

Note. The high communality estimates for some variables are a result of the high level of aggregation in these data. See Chapter 3.

^aCoded as follows: 0=no such regulation, 1=little or no enforcement, 2=moderately enforced, 3=strictly enforced.

^bPrior to analysis these variables were standardized by dividing them by the school's enrollment so that they do not simply measure the size of the school.

^cCoded as follows: 1=no; 2=yes, not given to the students; 3=yes, given to the students.

Table 27
Varimax Rotated Factor Structure of Teacher Governance Items

Item	Factor					n ²
	I	II	III	IV	V	
In dealing with misbehaving students						
how often do you:						
Send them out of class	.12	.53	.04	-.04	.15	.33
Give them additional school work	.18	.09	-.26	.11	.24	.24
Use or threaten to use						
physical punishment	.26	-.06	-.31	.07	.38	.32
Lower their grades if it is repeated	-.16	.37	.06	-.03	-.12	.19
Give privileges to increase						
positive involvement	.35	.47	-.11	.12	.26	.44
Ignore it when students talk back	-.18	.48	.04	.13	-.10	.29
Percentage of teachers responding						
"Not possible to say" how policies						
regarding the following are set:						
Deciding on standards for						
passing and failing	.05	-.04	-.12	.29 ^a	.17	.13
Controlling classroom disorder	-.16	.23	.04	.49 ^a	-.11	.34
Dealing with serious behavior problems						
(e.g. fighting, etc)	-.17	.11	.15	.68 ^a	.01	.53
Discussing matters about students						
with parents	-.10	-.07	-.11	.49 ^a	-.08	.27
How much does each of the following						
describe your school?						
All students are treated equally	.66 ^a	-.21	-.04	-.15	-.24	.58
Students have a say about how						
this school is run	.05	-.02	.71 ^b	.02	-.20	.54
Parents have a say about how						
this school is run	.13	.04	.76 ^b	.03	.14	.51
Counselors give me advice about handling						
misbehaving students	.43 ^a	.15	.10	-.02	.04	.22
How well do teachers and administrators get						
along at your school?	.63 ^a	-.20	-.03	-.19	-.13	.49
How many students discuss their personal						
problems with you each month?	.09	.05	.07	.08	-.45 ^d	.23
How many students do you send to the						
office for discipline each month?	.12	.60	-.22	.04	-.06	.43
Teachers are provided with up-to-date						
information about problem students						
by the school's administration	.62 ^a	-.07	-.02	-.12	.19	.43
Teachers hear about problem students						
from other teachers	-.01	.09	-.18	.01	.61 ^d	.42
Teachers maintain control in class	.36	-.63 ^a	.01	-.07	-.10	.55

Note. Except for the items beginning with "how many" or where it is indicated that an item is a percentage, all are Likert-type items (aggregated, of course, to the school level). The "how many" items are standardized by dividing them by the average number of students taught each week prior to analysis.

^aThese items were added together to form a scale called "teacher-administration cooperation."

^bThese items were added together to form a scale called "student-parent influence."

^cThese items were added together to form a scale called "policy confusion."

^dThese items were added together to form a scale called "teacher culture."

teachers and administrators get along well, and teachers are kept informed about problem students by the school's administration. The high-scoring school seems to function smoothly and be well integrated. The second scale is called student-parent influence, and a high score means that teachers tend to report that both students and parents have a say about how the school is run. The third scale is called policy confusion. In schools that score high on this scale, a large proportion of teachers replied that they could not say how policies relating to grading practices, controlling classroom disorder, dealing with problem students, or communicating with parents are set. In such schools, teachers may be somewhat disoriented about the proper way to deal with a variety of matters, and probably a clear set of policies is lacking. The fourth scale is called teacher culture. In high scoring schools on this scale, teachers report that they learn about problem students from other teachers and have little personal discussion with students.³⁶

The third step in our exploration of school governance and sanctioning practices was to factor analyze principal and teacher reports together. This was necessary because of the difficulties in interpreting the earlier factor analyses

³⁶This factor appears more problematic than the others. We examined the possibility that we had extracted too many factors, and that this factor would disappear in a four factor solution. It does not.

relating to sanctions. Table 28 shows the items involved and the resulting factor structure. Guided by these results, four scales were constructed. The first is called isolation or referral because it involves relocating the student or involving parents or another agency in coping with problem students. The second scale is called principal intervention because it involves such sanctions as suspension, sending students to the principal or vice principal for discipline, or sending students out of class (often, presumably, to the office). The third scale is called clear sanctions. In schools with high scores on this scale, both principal and teachers tend to report the use of corporal punishment, and teachers in the aggregate report the use of relatively specific, clear, or immediate sanctions such as the assignment of additional school work or the granting of special privileges.³⁷ The fourth scale is called ambiguous sanctions. In high scoring-schools on this scale, teachers typically report that they lower students' grades as a response to misconduct and that they ignore misbehavior.

Fourth, the student reports about school governance practices were examined. Table 29 describes the aggregated student reports, and displays their factor structure. Based on these results, three scales were constructed. The first

³⁷The name applied to this scale may not be an accurate label, so we urge readers to attend closely to item content (see Appendix B).

Table 28

Varimax Rotated Factor Structure of Principal and Teacher
Sanctioning Practices (N2574)

Item and source	Factor				h ²
	I	II	III	IV	
Principal					
Students who damage or destroy school property must repay the school	-.13	-.03	.10	-.19	.07
In [month] how many students were: ^a					
Put on school probation	.87 ^c	.07	.00	.02	.76
Paddled	.03	.18	.38*	-.19	.22
Suspended	.09	.43 ^d	.01	.03	.20
Expelled from your school	.02	.18	-.02	.00	.03
Assigned to special day-long class in your school for disruptive students	-.01	.16	.05	.00	.03
Transferred to special school for disruptive students	.69 ^c	.02	-.05	.11	.49
Transferred to another regular school because of discipline problems here	.95 ^c	.00	-.04	.05	.90
Referred to a community mental health agency as disruptive student	.93 ^c	.00	.01	.08	.87
Arrested by the police for incidents occurring at school	.21	.21	.00	.05	.09
You or assistant principal met with parents to discuss their children's behavior	.96 ^c	.12	-.02	.09	.94
Teacher					
In dealing with misbehaving students how often do you do the following things:					
Send them out of class	-.03	.51 ^d	.07	.19	.30
Give additional school work.	-.04	.03	.47*	.00	.23
Use or threaten to use physical punishment.	-.01	-.03	.65*	.28	.50
Lower their grades if it is repeated	.03	.04	-.05	.54 ^f	.30
Give privileges to increase positive involvement.	-.04	.19	.65*	.40	.61
Ignore it when students talk back.	.11	.22	-.02	.44 ^f	.26
Each month on the average how many students do you send to the office for discipline ^b	.04	.80 ^d	.16	.12	.69

^aPrior to analysis these variables were standardized by dividing them by the school's enrollment so that they do not simply measure the size of the school.

^bPrior to analysis these variables were standardized by dividing them by the average number of students taught each week.

^cThese Likert-type items were added together to form a scale called "isolation or referral."

^dThese Likert-type items were added together to form a scale called "principal intervention."

^eThese Likert-type items were added together to form a scale called "clear sanctions."

^fThese Likert-type items were added together to form a scale called "ambiguous sanctions."

is called perceived fairness and clarity. High scoring schools on this scale are characterized by students as a group reporting that the rules, teachers, and principal are fair; they know what the school's rules are; punishments for rulebreaking are the same for everyone; and students are not treated like children. The second scale is called student influence. In a high scoring school, students typically report that they have a say in how the school is run, they help to decide how courses are taught, they have a say in making the school's rules, and if the school does something wrong and a group of students complain, they can get a fair deal (see Appendix B for a full list of the items). The third scale is called firm and clear rule enforcement. In a high scoring school, students typically report that the school rules are strictly enforced; if a rule is broken they know what punishment will follow; students need permission to do anything around the school; students are paddled for serious rule breaking; and the principal is firm, tough, and strict.

Table 30 shows, for junior and senior high schools combined, the correlations among the eleven scales just described. The convergence of student and teacher reports of student influence ($r=.25$), and of student reports of firm and clear enforcement with principal and teacher reports of clear sanctions ($r=.54$) lends some support to the construct validity of these measures, even though the correlations are not large. Likewise, the small negative correlation between

Table 29

Varimax Rotated Factor Structure of Student Reports of
School Governance Practices (N=614 to 621)

Item	Factor			
	I	II	III	h^2
Everyone knows what the school rules are.	.48 ^a	-.27	.14	.33
The school rules are fair.	.76 ^a	.15	-.03	.61
The punishment for breaking school rules is the same no matter who you are.	.49 ^a	.21	.30	.38
The school rules are strictly enforced.	.26	-.25	.59 ^c	.48
If a school rule is broken, students know what kind of punishment will follow.	.17	.07	.48 ^c	.26
Students can get an unfair rule changed.	.43	.50 ^b	-.36	.57
Students need permission to do anything around here.	-.36	-.29	.48 ^c	.44
Students are paddled for serious rule breaking.	-.04	.05	.45 ^c	.21
Students are treated like children here.	-.69 ^a	-.12	.26	.56
Students <u>do</u> have a lot to say about how this school is run.	.05	.66 ^b	.04	.44
The teachers are fair.	.71 ^a	.02	-.11	.52
They [teachers] let everyone know who gets high and low grades.	-.17	.21	.21	.12
[It is easy to] get an unfair grade changed.	.08	.38 ^b	.03	.16
[It is easy to] talk over personal problems with a school counselor.	.28	.13	.03	.10
The principal runs the school with a firm hand.	.52	-.12	.55 ^c	.59
The principal is tough and strict.	-.18	-.15	.48 ^c	.28
The principal is fair.	.64 ^a	.21	.08	.46
Students help decide how courses are taught.	.02	.62 ^b	.05	.39
Students can rate the teachers.	.03	.41 ^b	-.17	.20
If the school does something wrong and a group of students complain, they can get a fair deal.	.50	.59 ^b	-.15	.62
Students have a say in making school rules.	.32	.61 ^b	-.32	.58

^aThese Likert-type items were added together to form a scale called "perceived fairness and clarity."

^bThese Likert-type items were added together to form a scale called "student influence."

^cThese Likert-type items were added together to form a scale called "firm and clear rule enforcement."

the scale for student-parent influence and student reports of firmness ($-.35$), and the small negative correlation between teacher culture and student influence ($-.15$) lends some support to the construct validity of the measures. The reliability coefficients shown in Table 30 imply that, in general, a moderate degree of internal consistency characterizes these scales.

School governance and school disruption. Table 31 summarizes for junior high schools the total associations of this set of measures of school governance and sanctioning practices with the three criterion measures--overall disruption, teacher victimization, and student victimization. Table 32 summarizes parallel results for high schools. Together, the school governance and sanctioning practice measures are associated with 55 and 40% of the variance in teacher victimization and 20 and 10% of the variance in student victimization in junior and senior high schools, respectively. The zero-order correlations imply substantial positive associations of teacher victimization with the use of isolation or referral and principal intervention as sanctions, and the extent of student influence in school governance. They imply moderate to substantial negative associations with teacher-administration cooperation in governance, the use of restitution³⁸ as a sanction, and student perceptions that the school rules are fair, clear and firmly enforced.

Table 30
Correlations Among Measures of School Governance

Measure and source	1	2	3	4	5	6	7	8	9	10	11
Teacher reports											
1. Teacher-administration cooperation	(68)										
2. Student-parent influence	06	(70)									
3. Policy confusion	-23**	-04	(52)								
4. Teacher culture	-03	-10**	01	(42)							
Teacher and principal reports of sanctioning practices											
5. Isolation or referral	-06	-01	00	-04	(54)						
6. Principal intervention	-04	-08	04	05	08	(54)					
7. Clear sanctions	18**	-24**	06	22**	-06	17**	(59)				
8. Ambiguous sanctions	-22**	03	06	-07	14**	19**	-04	(37)			
Student reports											
9. Perceived fairness and clarity	34**	11**	-16**	-12**	-03	-20**	-01	-15**	(78)		
10. Student influence	11**	25**	-06	-15**	10*	11**	-07	23**	35**	(79)	
11. Firm and clear enforcement	22**	-35**	-03	17**	-10*	11**	54**	-30**	05	24**	(56)

Note. Decimals omitted. N's range from 522 to 623. Homogeneity coefficients are shown on the diagonal.

Table 31

Zero-Order and Multiple Correlations of Junior High School
Governance Measures with School Disruption

Measure and Source	Overall disruption	Teacher victimization	Student victimization
Teacher reports			
Teacher-administration cooperation	-.36**	-.37**	-.15**
Student-parent influence	-.11*	-.10	-.03
Policy confusion	.18**	.12*	.18**
Teacher culture	-.05	-.05	.02
Teacher and principal reports of sanctioning practices			
Restitution enforced	-.24**	-.28**	-.03
Isolation or referral	.30**	.40**	.03
Principal intervention	.45**	.46**	.19**
Clear sanctions	.08	.01	.10
Ambiguous sanctions	.43**	.56**	.03
Student reports			
Perceived fairness and clarity	-.50**	-.36**	-.41**
Student influence	.22**	.31**	-.03
Firm and clear enforcement	-.14*	-.22**	.03
R ² (all measures)	.49**	.55**	.20**

Note. N's range from 266 to 311.

*p<.05

**p<.01

Table 32

Zero-Order and Multiple Correlations of Senior High School
Governance Measures with School Disruption

Measure and Source	Overall disruption	Teacher victimization	Student victimization
Teacher reports			
Teacher-administration cooperation	-.34**	-.40**	-.12*
Student-parent influence	-.14*	-.09	-.08
Policy confusion	.10	.11	.05
Teacher culture	.11	.09	.12*
Teacher and principal reports of sanctioning practices			
Restitution enforced	-.17**	-.26**	.08
Isolation or referral	.14*	.20**	-.09
Principal intervention	.15*	.24**	-.05
Clear sanctions	-.01	-.07	.11
Ambiguous sanctions	.35**	.44**	.02
Student reports			
Perceived fairness and clarity	-.29**	-.22**	-.25**
Student influence	-.04	.05	-.15**
Firm and clear enforcement	-.05	-.13*	.08
R ² (all measures)	.29**	.40**	.10**

Note. N's range from 252 to 312.

*p<.05

**p<.01

Although usually smaller in size, the zero-order correlations with student victimization imply a substantial negative link with student perceptions of fairness and clarity, a smaller negative association with teacher-administration cooperation, and a small positive association with teachers' policy confusion in junior high schools and with teacher culture in high schools.

Readers are again cautioned against causal interpretations of these associations. At least part of the observed correlations reported in this section are spurious in the sense that variables used here as predictors and criteria may be explained in part by other causes not examined here with which both predictors and criteria are correlated. These results should be regarded as descriptive. In a later chapter we attempt a weak test of some causal hypotheses by applying statistical controls before assessing the contributions of the school governance variables.

A second caution about some of the measures treated here as predictors is that some of these "predictors" look suspiciously like "criteria." For example, sending students

³⁸The principal's report about the strictness of enforcement of a policy of requiring students to repay the school for damages done was not clearly associated with any factor. Because of the attention being given to restitution as a way of treating offenders in the criminological literature (Sechrest, White, & Brown, 1979), however, we deemed this item to be important enough to be treated as a predictor in this research.

to the office, suspending or transferring students, and the like are measures which are (at least partly) taken in response to instances of disruptive behavior. In short, delinquency or disruption in the school may help to explain sanctioning practices as much as sanctioning practices may help to explain disruption.

School Climates

The focus of the exploration of dimensions of school social organization now turns to school social and educational climate. In the present context, "climate" refers to hypothetical school-wide predispositions to treat certain kinds of educational goals as important. Schools may be characterized by such dimensions as academic competitiveness; school-wide peer influence on college or vocational expectations may exist; or teachers and administrators may favor one educational orientation over another. Thus conceived, educational climate has clear links with some major theorizing about schools and delinquency (Hirschi, 1969; Polk & Schafer, 1972; Williams, Moles, & Boesel, 1975). It also has clear links with literature in the sociology of education that examines the relations of school social structure to more traditional educational outcomes such as achievement and educational and occupational attainment (Alwin, 1976; Bidwell & Kasarda, 1975; Coleman et al., 1966; Feldman & Newcomb, 1969; McDill & Rigsby, 1973).

Explorations of the dimensions of school climate exist in the literature. Moos and Trickett (1974) have published a device to assess the social climates of classrooms. Their scales, which contain many items that resemble items of information collected in the Safe School Study, assess nine dimensions of classroom climate including measures of relationships, personal development, system maintenance, and system change. Several of their subscales--especially the competition, order and organization, rule clarity, and teacher control subscales--seem relevant to classroom disorder, and one might expect dimensions resembling those Moos and Trickett have identified to emerge as predictors of school disruption in our research. In a study of the effects of schools on academic outcomes, McDill and Rigsby (1973) factor analyzed a variety of measures of school climate and developed six factors to describe educational climate, but most of their factors are related to different aspects of academic climate rather than to broad dimensions of educational climate.

The Moos and Trickett and McDill and Rigsby work provides useful background information for our own exploration. Yet because of the classroom orientation of the former and the academic orientation of the latter, they do not enable us to bypass our own analyses of the dimensions of social and educational climate by simply seeking alternative measures of their dimensions in the Safe School Study data. Consequently, we have conducted research to develop measures

of school educational and social climates. Because of the wide variety of information relevant to school educational and social climates, because of a desire to avoid factoring huge correlation matrices, and because we believed we could conceptually distinguish three broad categories of school climate variables, these explorations were conducted in three stages. The first stage involved the educational climate from the points of view of principals and teachers. The second stage involved student reports of general educational and social climate--aspects of climate which appeared to have broad relevance but which are not focused on or limited to the issue of school disruption. The third stage involved student reports of social climate which seemed especially relevant to delinquency and school disruption--aspects of social climate that are closely related to social control, subcultural, or opportunity theories of delinquency.

We decided in advance to construct scales measuring race relations and internal control of the studentry because of the general importance of race in American social relations, and because of the emphasis on internal control in the original Safe School study. This section also describes these measures.

Educational Climates from the Teacher and Principal Points of View. Tables 33 and 34 show the items and factor structure of variables presumed to be indicators of school

educational climate based on principal and teacher reports. Only two items from the principal questionnaire appeared appropriate to include in this set of variables for the senior high school sample, and at the junior high level these two items were not asked, apparently because they were not deemed relevant in junior high schools.

Table 33

Varimax Rotated Factor Structure of Junior High School
Teacher Reports of School Educational Climate (N=311)

Item	Factor		
	I	II	h ²
Teacher report on self			
Hours per month spent helping students out of class	-23	15	08
Class assignments at different levels for different students	25	-08	07
Justifiable to have students learn facts, even if no immediate application	-15	-02	02
Emphasis on basic skills	-66	-20	48
Emphasis on job preparation	45	-05	21
Emphasis on college preparation	01	56	32
Teacher report on principal			
Emphasis on basic skills	-54	-13	30
Emphasis on job preparation	31	-10	10
Emphasis on college preparation	01	60	36

Note. Decimals omitted. All data derived from teacher reports. Teachers reported on the schools' principals' emphases.

Table 34

Varimax Rotated Factor Structure of High School Teacher and Principal Reports of School Educational Climate (N=194)

Item and source	Factor		
	I	II	h ²
Teacher report on self			
Hours per month spent helping students out of class	-19	28	11
Class assignments at different levels for different students	38	-20	18
Justifiable to have students learn facts, even if no immediate application	-35	19	16
Emphasis on basic skills	-63	-16	42
Emphasis on job preparation	86	-31	83
Emphasis on college preparation	02	82	67
Teacher report on principal			
Emphasis on basic skills	-44	-18	22
Emphasis on job preparation	78	-26	68
Emphasis on college preparation	03	84	70
Principal report			
Relative number of students placed in jobs related to career planning	51	-17	29
Percentage of seniors applying to college	-30	54	39

Note. Decimals omitted. Information on the principals' educational emphases are derived from teacher reports.

Guided by the results of these factor analyses we constructed two scales. The first scale is called vocational versus basic skills climate. A high scoring school is characterized by teachers typically reporting that they and

the principal emphasize job preparation and not reporting that they emphasize basic skills. In high scoring high schools, the principal also typically reported a relatively large number of students placed in jobs related to careers they are considering. The second scale is called college preparation climate. High scoring schools are characterized by teachers reporting that they and the principal emphasize college preparation and, in the case of high schools, the principal reports a high proportion of students applying to college.

School Social and Educational Climate from the Student Point of View. The student reports of school climate considered and their factor structure are shown in Tables 35 and 36. The results of these factor analyses guided the construction of three scales. The first scale is called attachment to school. In schools with high scores on this factor, students typically report that they like their school and their classes; their classes are interesting, not boring, and worth taking; the school is helping them to prepare for what they want to do after school; grades and their teachers' regard for them are important; and their school is better than other schools in the area. We have labeled this scale attachment to school because it resembles the group-level counterpart of Hirschi's (1969) construct of attachment. It also appears to be a general measure of liking for the school.

Table 35

Varimax Rotated Factor Structure of Junior High Student
Reports of Educational and Social Climate (N=308)

Item	Factor			
	I	II	III	h ²
Do you take part in:				
Athletics outside of gym class	-02	-07	32	11
Band, orchestra, or chorus	04	-02	32	11
School clubs	13	-03	04	02
Student government	-03	11	-07	02
Other activities not part of class work	12	-05	35	14
How good are your school's athletic teams compared to other schools' athletic teams in this area?	-19	-12	00	05
In other ways, how good is your school compared to other schools in this area?	47	12	28	32
How well do you like the following:				
This school	72	00	12	54
The students	36	-25	33	30
The principal	50	14	-03	27
The classes you are taking	63	13	-29	50
How many close friends do you have at this school?	12	-05	-40	18
Do you have a part-time or a full-time job?	-22	-23	49	35
In general, how often are teachers at your school like this:				
Teachers expect a lot of work from students	-34	21	-12	17
They are teaching me what I want to learn	66	01	-38	58
They are interested in the students	71	-06	14	53
They let everyone know who gets high and low grades	00	-08	-51	27
Teachers let students learn from each other in class	26	03	24	12
How easy would it be to do the following things if you wanted to:				
Work faster or slower than the rest of the class	08	04	-30	10
Have your ideas listened to in class	53	10	22	34
Talk over school work problems with a teacher	58	02	15	35
Most of the classes here are:				
Easy	08	-15	-20	07
Interesting	72	-10	-14	55
Hard	03	12	30	10
Boring	-71	-02	21	55
Worth taking	52	-04	44	46
Which of these things should your teachers work hardest to do:				
Teach basic subjects and skills	10	01	14	03
Prepare students for later jobs	-15	-44	12	23
Prepare students for college	04	33	-33	22
Is there a lot of competition for grades in this school?	23	11	-09	07
Do most of your friends think getting good grades is important?	50	18	08	29
Mean of course grades	27	-26	25	20
Standard deviation of course grades	-06	-01	-30	09
How important is each of the following to you:				
What teachers think about you	50	-06	30	34
The grade you get at school	45	16	-05	23
Being a leader in school activities	32	04	-29	18
What the other students at school think about you	14	-21	76	64
What do you want to do most in the year after you leave high school:				
Go to college	21	90	10	87
Get a job	-12	-79	-20	68
How much is school helping you get ready for what you want to do after high school?	49	25	-32	41
What do you expect you will actually do in the year after high school:				
Go to college	18	90	23	89
Go to business or trade school	-12	-06	-19	05
Join the armed forces	-02	-10	-34	13
Get a job	-10	-75	01	58
Get married	06	-36	-03	13

Note. Decimals omitted.

Table 36

Varimax Rotated Factor Structure of Senior High Student
Reports of Educational and Social Climate (N₂306)

Item	Factor			
	I	II	III	h ²
Do you take part in:				
Athletics outside of gym class	-27	17	42	28
Band, orchestra, or chorus	-16	-02	43	21
School clubs	22	08	35	18
Student government	00	24	18	09
Other activities not part of class work	06	11	46	23
How good are your school's athletic teams compared to other schools' athletic teams in this area?	-20	-20	01	08
In other ways, how good is your school compared to other schools in this area?	58	23	12	41
How well do you like the following:				
This school	78	-03	-01	60
The students	30	-11	45	31
The principal	44	10	-18	24
The classes you are taking	71	-16	-31	62
How many close friends do you have at this school?	-02	-11	-17	04
Do you have a part-time or a full-time job?	-08	-16	43	21
In general, how often are teachers at your school like this:				
Teachers expect a lot of work from students	09	30	-07	10
They are teaching me what I want to learn	76	-19	-25	68
They are interested in the students	70	-14	11	53
They let everyone know who gets high and low grades	-09	-03	-38	16
Teachers let students learn from each other in class	53	-17	28	39
How easy would it be to do the following things if you wanted to:				
Work faster or slower than the rest of the class	16	-22	-41	24
Have your ideas listened to in class	49	19	28	36
Talk over school work problems with a teacher	53	11	07	30
Most of the classes here are:				
Easy	-20	-20	-14	10
Interesting	70	-08	-22	55
Hard	03	34	14	14
Boring	-77	18	22	68
Worth taking	63	04	23	45
Which of these things should your teachers work hardest to do:				
Teach basic subjects and skills	00	-10	06	01
Prepare students for later jobs	22	-66	07	49
Prepare students for college	01	67	-15	47
Is there a lot of competition for grades in this school?	24	44	06	26
Do most of your friends think getting good grades is important?	47	44	-06	42
Mean of course grades	10	11	37	16
Standard deviation of course grades	-15	01	-11	04
How important is each of the following to you:				
What teachers think about you	53	13	16	32
The grade you get at school	31	41	-52	54
Being a leader in school activities	23	16	-02	08
What the other students at school think about you	13	-15	75	60
What do you want to do most in the year after you leave high school:				
Go to college	01	92	02	85
Get a job	04	-80	-14	67
How much is school helping you get ready for what you want to do after high school?	65	11	-32	54
What do you expect you will actually do in the year after high school:				
Go to college	-03	91	12	84
Go to business or trade school	09	-21	-20	09
Join the armed forces	13	-12	-16	06
Get a job	00	-77	-03	59
Get married	01	-34	-01	12

Note. Decimals omitted.

The second scale is called college versus vocational orientation. Its primary characteristic is that in high scoring schools students tend to plan and expect to go to college, and in low scoring schools students tend to plan and expect to get a job after high school. Because this scale is bi-polar it is inappropriate to make a direct connection with Hirschi's construct of commitment. Students could conceivably be committed either to educational attainment or to jobs. Still, the high end of this scale resembles a group level counterpart of Hirschi's commitment construct.

The third scale is called peer and nonacademic orientation. High scoring schools are characterized by students typically reporting that what other students think of them is important; they do not know each others' grades; many have full- or part-time jobs; and relatively many are involved in extracurricular activities such as athletics, band, or clubs. This scale resembles Hirschi's constructs of attachment (to peers) and involvement (in socially acceptable if not academic activities), and tempts one to interpret it as the group-level counterpart of one or another of those constructs. (See Appendix B for a complete list of items scored in these three scales.)

Student reports of aspects of social climate with direct relevance to delinquency. As noted earlier we attempted to isolate for special scrutiny a set of student

reports of social climate which appear to have special relevance to delinquency or student disruption. This segment of the report summarizes work to develop scales from these student reports. Tables 37 and 38 display the set of items examined and their factor structure. Based on the factor analysis results, two scales were constructed. The first scale is called delinquent youth culture. In schools that score high on this scale, students as a group agree that if students use drugs at school it is their own business; alcohol, marijuana, heroin, or stolen goods are easy to get at school; they would do nothing if they had information about an incident of vandalism, and would not tell a principal or a teacher; they would play hooky or cheat on a test if they could get away with it. This constellation slightly resembles Hirschi's (1969) construct of belief in aggregate counterpart, but resembles more closely some accounts of youth delinquent subcultures (Cloward & Ohlin, 1960).

The second scale is called belief in conventional social rules. This scale characterizes schools in which many students reject the ideas that if people leave things around they deserve to have them taken, taking things from stores doesn't hurt anyone, people who get beat up usually asked for it, and if one wants to get ahead one can not always be honest. In a high scoring school, students report that they would not spray paint on walls or take money from others if they could get away with it. This constellation suggests that this scale measures the group-level counter-

Table 37

Varimax Rotated Factor Structure of Junior High Students Reports of
Belief in Rules and Delinquent Youth Culture

Item	Factor		
	I	II	h ²
How much do you agree with the following:			
Schools should have rules about the way a student can dress	-39	-01	16
It is all right for schools to suspend students without a hearing	-38	-18	18
If students are in a fist fight, let them settle it by themselves	26	-32	17
If students use drugs around school, it is their own business	61	-34	48
Students should have a lot to say about how this school is run	57	06	33
How easy or hard is it for students to get the following things at your school:			
Beer or wine	82	07	67
Marijuana	81	-08	67
Heroin	57	-22	38
Stolen things for sale	62	01	38
If some other students here tore up things in a classroom at night and you knew who did it, what would you do:			
Tell your friends	32	22	15
Tell your parents	-28	26	15
Tell a teacher or the principal	-76	17	60
Agree with the students who did it	00	-32	10
Do nothing	70	-27	56
How do you feel about each of the following ideas:			
People who leave things around deserve it if their things get taken	-20	-32	15
Taking things from stores doesn't hurt anyone	11	-72	54
People who get beat up usually asked for it	-12	-50	27
If you want to get ahead, you can't always be honest	01	-56	32
Would you do any of the following if you knew you could get away with it:			
Cheat on a test	65	-12	44
Spray paint on school walls	33	-58	44
Take money from other students	44	-58	53
Skip school	71	-14	53

Note. Decimals omitted.
Smallest N=308.

Table 38

Varimax Rotated Factor Structure of Senior High Student Reports of
Belief in Rules and Delinquent Youth Culture

Item	Factor		
	I	II	n ²
How much do you agree with the following:			
Schools should have rules about the way a student can dress	-50	15	27
It is all right for schools to suspend students without a hearing	-32	-28	18
If students are in a fist fight, let them settle it by themselves	16	-48	26
If students use drugs around school, it is their own business	64	-34	53
Students should have a lot to say about how this school is run	54	26	37
How easy or hard is it for students to get the following things at your school:			
Beer or wine	73	16	56
Marijuana	76	07	58
Heroin	38	-08	15
Stolen things for sale	49	-03	24
If some other students here tore up things in a classroom at night and you knew who did it, what would you do:			
Tell your friends	29	23	14
Tell your parents	-32	35	23
Tell a teacher or the principal	-62	24	45
Agree with the students who did it	-13	-36	15
Do nothing	49	-34	40
How do you feel about each of the following ideas:			
People who leave things around deserve it if their things get taken	-17	-58	37
Taking things from stores doesn't hurt anyone	16	-72	54
People who get beat up usually asked for it	-21	-56	36
If you want to get ahead, you can't always be honest	09	-63	40
Would you do any of the following if you knew you could get away with it:			
Cheat on a test	66	-06	44
Spray paint on school walls	16	-49	27
Take money from other students	28	-57	40
Skip school	68	03	46

Note. Decimals omitted.
Smallest N=306.

part of Hirschi's (1969) belief construct, or what amounts to nearly the same thing--Gough's (1964) socialization measure.³⁹

Race relations. Because of the central importance of race relations in our society, we singled out items related to race or ethnic relations for separate consideration when assessing a school's social climate. Several items which conceptually cohered and which had substantial positive inter-item correlations were used to form a scale called race-ethnic relations. A high scoring school is one in which students tend to report that people of different races or nationalities get along well and that minorities are treated fairly in the schools.

Internal control. To examine school average internal control, one of the cornerstones of the original Safe School Study report, we formed a composite of three items in the student questionnaire that apparently tapped this dimension. This is an a priori scale which does not show good psychometric properties, as the reliability estimates indicate.

³⁹Although Gough's (1964) measure of socialization was empirically--rather than theoretically--based it appears to correspond closely to what Hirschi (1969) would call belief. Strangely, one seldom sees any connection between Hirschi's construct and Gough's personality scale in the literature.

Table 39 punctuates this description of the measures of school educational and social climate by summarizing the reliabilities of all the scales. The homogeneity of the scales based on teacher and principal reports are modest, and the reliabilities of the scales based on aggregated student reports are moderately high--reflecting in part the lower standard errors of item means with greater aggregation and in part a larger number of items per scale.

Social climate and school disruption. This subsection reports the associations of our measures with the three criteria--overall disruption, teacher victimization, and student victimization. Table 40 shows the zero-order and squared multiple correlations for junior and senior high schools. The school educational and social climate measures are associated with 40 and 35% of the variance in teacher victimization for junior and senior high schools, respectively; and with 17 and 12% of the variance in student victimizations.

The zero-order correlations imply that, in junior high schools, teacher victimizations are positively associated with an educational climate in which teachers and principals emphasize job vs. college preparation--but, in senior high schools, this association is in the opposite direction. Teacher victimization is negatively associated with the student's attachment to the school, peer and nonacademic ties, belief in conventional rules, and good race relations.

Table 39

Alpha Reliability Coefficients for Measures of
School Educational and Social Climate

Scale and source of information	Junior high		Senior high	
	alpha	no. of items	alpha	no. of items
Principal and teacher				
Vocational vs. basic skills climate	.56	4	.57	7
College preparation climate	.53	2	.50	4
Student				
Attachment to school	.88	14	.90	14
College vs. vocational orientation	.82	7	.86	11
Peer and nonacademic ties	.69	7	.71	9
Delinquent youth culture	.90	9	.84	9
Belief in conventional social rules	.71	6	.77	6
Average internal control	.48	3	.32	3
Student and teacher				
Race/ethnic relations	.81	3	.81	3

Table 40

Zero-Order and Multiple Correlations of Measures of School Educational and Social Climate with Measures of School Disruption

Measure and source	Overall disruption		Teacher victimization		Student victimization	
	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.
Teacher						
Job preparation vs. basic skills	.22**	-.19**	.27**	-.19**	.02	-.11
College preparation	.01	.04	-.03	.03	.07	.03
Student						
School attachment	-.32**	-.23**	-.20**	-.20**	-.31**	-.18**
College vs. job orientation	.12*	.11	.21**	.12*	-.05	.04
Peer and nonacademic ties	-.40**	-.42**	-.49**	-.48**	-.02	-.04
Average internal control	-.18**	-.08	-.04	-.01	-.28**	-.15**
Delinquent youth culture	.26**	.02	.20**	.09	.22**	-.10
Belief in conventional rules	-.43**	-.36**	-.41**	-.33**	-.21**	-.18**
Good race/ethnic relations	-.48**	-.33**	-.41**	-.29**	-.25**	-.18**
Mean grade average	-.09	-.25**	-.01	-.21**	-.10	-.17**
Dispersion (SD) of grades	.21**	.21**	.16**	.20**	.08	.11
R ²	.39**	.35**	.40**	.35**	.17**	.12**

Note. N's range from 296 to 311 for junior high schools, and from 260 to 311 for senior high schools.

* $p < .05$

** $p < .01$

Teacher victimization is slightly positively associated with a college (rather than a job) orientation among students, and, at least for junior high schools, with the measure of delinquent youth culture. Although the correlations are small in size, the average grades students receive is negatively correlated with teacher victimization rates in senior high schools, and the dispersion of grades is positively correlated with teacher victimization.⁴⁰ If grades are considered an indicator of status in an educational setting, then the latter result suggests a link between the degree of status differentiation characterizing a school and teacher victimizations.

In keeping with the pattern in our previous analyses, the zero-order correlations imply generally lower associations of student victimizations with the predictors. Student victimization is somewhat lower in schools with a studentry characterized in the aggregate by attachment to school, high internal control scores, belief in conventional rules, and good race relations.

⁴⁰Although measures of the mean and standard deviation of grades did not have substantial loadings on any of the factors derived from the educational and social climate items, these variables were included in the regressions of disruption on climate because their potential relevance was indicated by McPartland and McDill (1976).

Again we emphasize that statistical association, as indexed by the zero-order and multiple correlations reported in this section, do not necessarily imply causation. We have now documented that a host of variables are related to school disruption. These include community social and demographic composition; community crime; school compositional characteristics; school size, resources, and staffing; school governance and sanctioning practices; and social climate. It would therefore be foolish to make any causal interpretations solely on the basis of the associations reported in this section.

This completes our initial exploration of school social climate. Before attempting to unravel the implications of all the associations between school characteristics and school disruption for potential school effects on disruption rates, we will briefly examine school security practices.

CHAPTER 9

SCHOOL SECURITY AND DISRUPTION

One may wish to gauge disruptive behavior for more than one reason. A first reason to measure disruption, victimization, vandalism, and the like is to assess damage. For example, one may wish to assess the cost of these activities in terms of dollars lost or other measures of cost. A second reason to measure disruptive behavior is an interest in the moral and social status of the population in question.

We noted in an early chapter that it appears inappropriate to use simple counts of persons victimized as an index of disruption because this would tend to measure school size as much as anything else. We have used rates of disruptive behavior because an index of disruption which measured mostly school size would be a poor index of the moral or social construct of interest.

For similar reasons, if an index of disruption were largely to measure the opportunity for disruption to occur, it would be a poor index of the moral or social construct of interest. A studentry which refrains from beating up on its members or on teachers because school security measures prevent it is not necessarily displaying more virtue than an unrestrained studentry characterized by mayhem. This same point was made by Boggs (1965) when she noted that "differing environmental opportunities should be reflected in ...[crime] rates" (p. 899).⁴¹

The reason we seek to measure disruptive behavior in the present research is in part due to our desire to assess a moral construct--to make statements about the effectiveness or harmfulness of the school socialization process. Our research, and the original Safe School Study, is ultimately concerned with testing hypotheses about the effects of school organizational properties including governance, fairness, student-teacher interaction, and relevance of the curriculum on school disruption or delinquency. We are also interested in the practical issues of orderliness and safety, but we do not focus here on the ways in which security measures of various sorts may promote safety. We are more concerned with the ways in which social control processes may lead to an orderly environment. Within the con-

⁴¹See also Cohen and Felson (1979).

text of the theoretical rationale for these hypotheses, the criteria of interest must be regarded largely as moral constructs. If our dependent variables simply reflect opportunity for disruption to occur they are poor measures, and the link between the theoretical notions behind the research and the research itself is weakened.

For this reason we are interested in the relations between our criteria of school disruption and measures of opportunity for disruption in schools, including decreases in opportunity due to security measures taken by the school. The existence of strong negative associations between security measures or other measures of the restriction of opportunity for disruption to occur (such as the shortness of the school day) and the disruption measures would undermine our confidence in the interpretation of the criterion measures as measures of a moral construct. In this section we report research which bears on the direction and size of this association.

A factor analysis of school security measures implied that much of the common variance in these variables could be captured in a single factor. Consequently, we created a scale called extensiveness of security measures. The items included in this scale are displayed in Appendix B, and the scale has a reliability (alpha) of .80 for junior and senior high schools combined. In addition to security measures, the opportunity for disruption to occur in school may be

influenced by the total amount of time students spend at school during the day, the length of the lunch period, and the degree of freedom students have to do what they please during the lunch break. We have also examined indexes of these opportunities in the analyses.

Table 41 shows the results. There is a small negative association of length of school day with teacher victimization in junior but not in senior high schools; and a small positive association of length of the lunch period and teacher victimizations, again in junior high schools only. There is a more substantial positive association of the extensiveness of schools' security measures with teacher victimizations in both junior and senior high schools. Student victimization is essentially unrelated to the set of predictors examined here.

The results imply little reason to regard the dependent variables as measures of opportunity for disruption. The only sizeable association with a measure of restricted opportunity is with the extensiveness of security measures, and this association has a sign opposite that expected.

These results do not imply that increasing the extensiveness of school security may result in an increase in teacher victimization. These correlations do not necessarily imply causation. The difficulties inherent in trying to make any inferences about security measures and rates of school disruption from such results were summarized well in

Table 41

Regression of School Disruption on Measures
of Opportunity for Disruption

Predictor	Junior high ^a		Senior high ^b	
	r	beta	r	beta
Criterion is overall disruption				
Length of school day	-.16**	-.09	-.01	.03
Length of lunch period	.09	.07	.04	.03
Students leave school during lunch time	-.02	.03	.02	.01
Extensiveness of security measures	.34**	.32**	.32**	.32**
R ²	.13**		.11**	
Criterion is teacher victimization				
Length of school day	-.18**	-.07	-.04	-.01
Length of lunch period	.13*	.08	.08	.06
Students leave school during lunch time	-.10	-.03	-.01	-.01
Extensiveness of security measures	.48**	.45**	.38**	.38**
R ²	.24**		.15**	
Criterion is student victimization				
Length of school day	-.05	-.08	.09	.10
Length of lunch period	-.02	.02	-.01	.01
Students leave school during lunch time	.08	.10	.05	.06
Extensiveness of security measures	-.06	-.08	.00	.01
R ²	.02		.01	

aN's range from 235 to 303.

bN's range from 238 to 304.

the original Safe School Study report (NIE, 1977, pp. 128-129), and interested readers should consult that discussion.

In the next section we explicitly state some assumptions about the appropriate application of statistical controls and seek evidence of nonspurious association between school characteristics and teacher victimization.

CHAPTER 10

SCHOOL CONTRIBUTIONS TO SCHOOL DISRUPTION

In this chapter we make some conservative tests of the proposition that school social organization contributes to the explanation of the level of disruption the school experiences. This undertaking is a risky one. Cross-sectional measurement-based research of the sort reported here is a weak method at best for making causal inferences. Nevertheless, by carefully delineating a hypothetical causal model and assessing the implications of that model, we should be able to sort hypotheses with merit from those with little support in the data.

Judgment is involved in the specification of the model, measurement is known to be imperfect, and no experimental manipulations have been made to enhance confidence that any observed "effect" is really due to any putative "cause." Our judgment in the specification of a model may be wrong and an alternative specification may lead to quite different conclusions.⁴² The model presented here is the result of our

best judgment given what is known at present and the available data.

Figure 1 shows the path model that has structured the application of statistical controls in this research. It is a fully recursive model. Each label in the figure stands for a group of blocked variables. Blocks at the left are regarded as causally prior to blocks at the right, and the model explicitly excludes reverse or mutual causation among blocks. (The examination of the consequences of mutual or reverse causation, which may exist in the real world, remains a problem for future research). We have labeled the criterion measure in the Figure 1 model "teacher victimization" for convenience only. The same causal ordering is assumed for both student and teacher victimizations.

The selection of variables for inclusion in these analyses involved several steps. First, for each criterion variable (student or teacher victimizations) and for each type of school (junior or senior high), all predictors with a significant zero-order correlation with the criterion were identified. In other words, the results of the earlier chapters were used to identify four sets of predictor var-

⁴²In addition, models constructed using data aggregated at different levels--say the classroom level--may also produce divergent results. The interesting exchange between Anderson and Brooks (reprinted in Sechrest et al., 1979) instructs us in the pitfalls which may ensue when one undertakes the kinds of research attempted here, and illustrates how results at different levels of aggregation may differ.

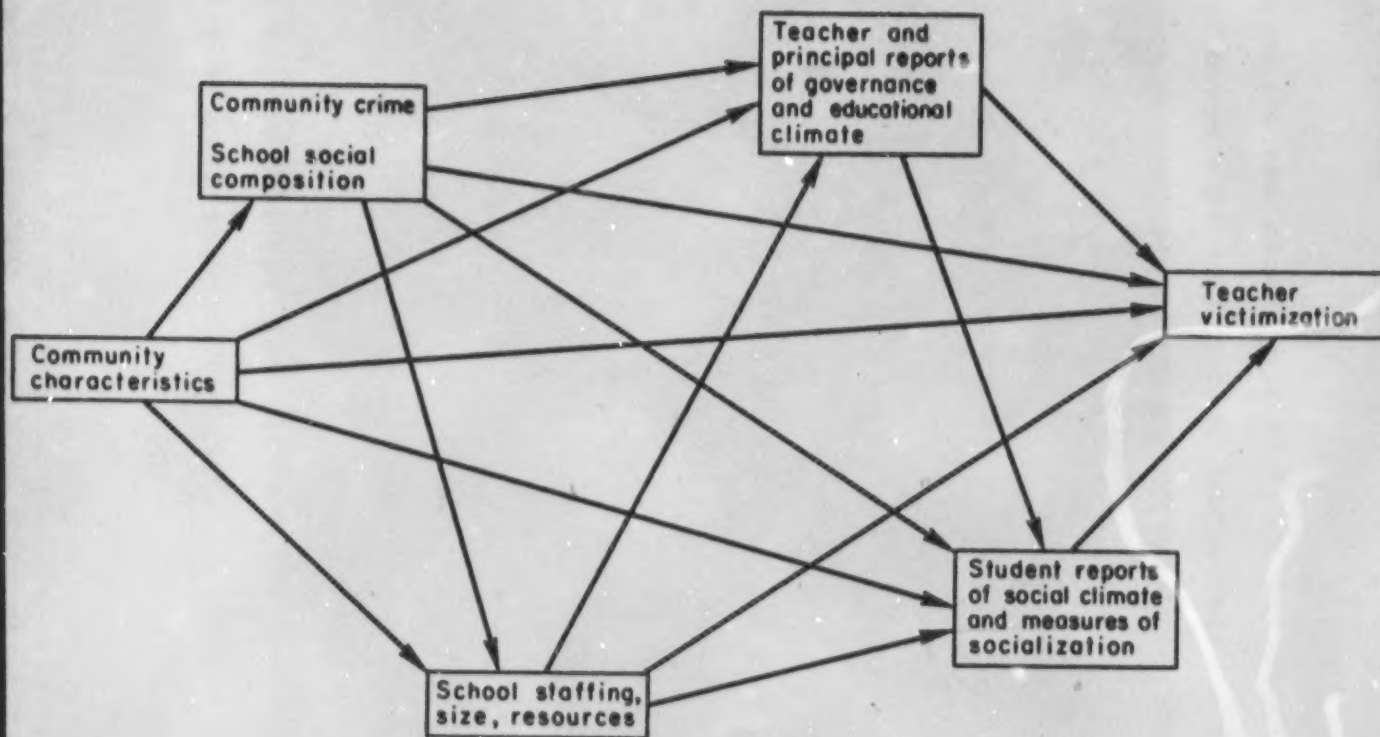


Figure 1. A Path Model to Structure the Application of Statistical Controls

lables. Because problems of extreme multicollinearity (see Chapter 3) foreclosed the possibility of the straightforward procedure of regressing each criterion on all the predictors identified in the way just described, we then examined the diagonal elements of the inverse correlation matrices based on each of these sets of predictors (excluding the criterion) to determine which predictors were most redundant with the others as a set.⁴³ Predictors were dropped or, when combination seemed the most reasonable course, combined with other predictors with equal weighting. This procedure was followed in an iterative fashion until no diagonal element of the inverse correlation matrix was larger than 3.62 and 3.34 for the junior and senior high school teacher victimization models, respectively; and no larger than 3.03 and 2.19 for the junior and senior high school student victimization models.

As a result of this sequence of activities, certain highly redundant variables were dropped from one model or another.⁴⁴ In addition, in the model developed for teacher

⁴³Our rule of thumb was to achieve a set of predictors in which no one predictor shared more than 70% of its variance with the others. This is equivalent to requiring that no diagonal element in the inverse correlation matrix be larger than 3.33.

⁴⁴For a comprehensive account of variables dropped in this way for a given model, a reader may review the significant correlations reported in earlier chapters and compare the predictors involved with the detailed list of variables employed in each model.

victimizations in the junior high schools, a composite was formed involving the first community factor (poverty and disorganization) and one measure of school composition (social and educational disadvantage). The consequence of combining these two variables is that this aspect of the schools' social composition must be treated as an exogenous variable in the same way as the community characteristics.⁴⁵

The following subsections provide results and more details of the models developed--first for teacher and then for student victimizations.

Teacher Victimizations

Table 42 shows for teacher victimizations the total associations and net contributions for blocks of predictors according to the path model specified earlier.⁴⁶ The results imply that once community characteristics are statistically controlled, the net contribution is much smaller than the total associations for remaining variables. The large total

⁴⁵In addition to these steps, we also reconstructed our measure of community crime to guard against criterion contamination. In models involving teacher victimization as the criterion, no item based on a teacher report was used in our community crime index. In models where student victimization was the criterion, no item based on student reports was used in the community crime measure.

⁴⁶The total associations shown parallel those shown for blocks of predictors in earlier chapters. The differences between the values in this table and in earlier chapters arise because they have been recomputed here using only those variables used to evaluate the path model.

associations summarized here and in earlier chapters are thus seen to be due in large part to the redundancy of school variables with variables that measure the characteristics of the communities where the schools are located. The hypothetical model, and the results it produces, imply that knowledge of school characteristics increases only modestly our ability to account for variance in teacher victimizations once community characteristics are taken into account.

With one exception, however, each block of predictors does make a noticeable increment in the amount of variance in teacher victimization explained by the model (all increments in R-squared are significant for both junior and senior high schools except for that due to student reports of social climate in the senior high schools). The major implication of these results is that, provided one regards the model as well specified, school characteristics including staffing, size, and resources; governance and educational climate; and social climate make a difference in the amount of teacher victimization in the school. At the same time, the net contributions due to school social organizational characteristics are modest in size.

Tables 43 and 44 present a finer-grained version of the results for teacher victimization. They show for junior and senior high schools respectively, the total associations, total contributions (effects), and direct contributions

Table 42

Total Associations and Net Contributions of Blocks of Predictors
in the Model for School Rates of Teacher Victimization

Predictor set	R ² for this block	R ² at this stage in the model	Net contri- bution
Junior high schools			
Exogenous community characteristics	.52	.52	.52**
Community crime and characteristics of the studentry which are externally determined	.29	.54	.02*
Staffing, size, and resources	.36	.57	.03**
Teacher and principal reports of governance and educational climate	.45	.63	.06**
Student reports of social climate and measures of socialization	.44	.66	.03*
Senior high schools			
Exogenous community characteristics	.28	.28	.28**
Community crime and characteristics of the studentry which are externally determined	.37	.44	.15**
Staffing, size, and resources	.24	.52	.09**
Teacher and principal reports of governance and educational climate	.42	.60	.07**
Student reports of social climate, measures of socialization, and grades	.32	.62	.02

Note. The total association is the squared multiple correlation of all the predictors in a particular block with the criterion. In the context of the path model it includes spurious correlation for endogenous variables and unanalyzed correlation for the exogenous variables. All these SMC's are significantly different from zero.

The column headed "R² at this stage in the model" gives the proportion of variance in the criterion accounted for by all predictors up to and including the block of predictors in question, but no predictors which are assumed to be sequiters to this block according to the path model.

Net contribution is the increase in R² which results when these variables are added to the equation at the appropriate stage according to the path model.

*Increase in R² significant at the p<.05 level.

**Increase in R² significant at the p<.01 level.

(effects) according to the path model for specific variables in each block. Table 43 implies that, for junior high schools, the following school characteristics influence the level of teacher victimization experienced in the school. All these contributions are relatively small.

1. The greater the teaching resources, the less the teacher victimization.
2. The larger the school, the more the teacher victimization.
3. The more ambiguous sanctions are used (lowering grades as a disciplinary practice and ignoring misconduct), the more the teacher victimization.
4. The more democratic the attitudes of teachers in a school (saying that students and parents should have a say in how the school is run), the greater the teacher victimization.
5. The more punitive the attitudes of teachers in a school, the greater the teacher victimization.
6. The more studentries perceive the rule enforcement as firm and clear, the less the teacher victimization.

Table 44 implies that, for senior high schools, the following school characteristics influence the level of teacher victimization experienced in the school. All influences are modest in size.

1. The larger the number of different students taught by the average teacher, the greater the teacher victimization.

Table 43

Total Association, Total Contribution, and Direct Contribution
to Rates of Teacher Victimization in Junior High Schools

Predictor and block	Total associ- ation	Total contri- bution	Direct contri- bution
Exogenous community characteristics			
Poverty and disorganization (including measures of studentry racial composition and educational disadvantage)	.64**	.45**	.26**
Rural (vs. urban location)	-.61**	-.38**	-.13*
Community crime and characteristics of the studentry which are externally determined			
Community crime	.53**	.17**	.11*
Desegregation	.24**	.00	.02
Staffing, size, and resources			
Percentage of teachers white	-.42**	.01	-.07
Student-teacher ratio	-.16**	-.03	-.02
Teaching resources	-.40**	-.16**	-.09
Total enrollment	.36**	.11*	.11*
Teacher and principal reports of governance and educational climate			
Principal social approach	.12*	-.01	-.02
Principal enforcement approach	.16**	-.03	-.03
Teacher democratic orientation	.18**	.10*	.06
Teacher punitive approach	.34**	.12*	.11*
Teacher-administration cooperation	-.37**	-.06	-.06
Policy confusion	.12*	.04	.03
Restitution enforced	-.28**	-.05	-.05
Ambiguous sanctions	.56**	.20**	.13*
Emphasis on job preparation (vs. basic skills)	.27**	.06	.06
Student reports of social climate, measures of socialization, and grades			
Perceived fairness and clarity of rules	-.36**	-.05	-.05
Student influence	.31**	.02	.02
Firm and clear enforcement	-.22**	-.09*	-.09*
Peer and nonacademic ties	-.49**	.09	.09
Delinquent youth culture	.20**	.04	.04
Belief in conventional rules	-.41**	-.08	-.08
College vs. job orientation	.21**	.05	.05
Good race/ethnic relations	-.41**	-.07	-.07
Grade dispersion (standard deviation)	.16**	-.05	-.05

Note. All N's > 247.

*p < .05

**p < .01

Table 44

Total Association, Total Contribution, and Direct Contribution
to Rates of Teacher Victimization in Senior High Schools

Predictor and block	Total associ- ation	Total contri- bution	Direct contri- bution
Exogenous community characteristics			
Poverty and disorganization	.37**	.22**	.00
Affluence and education	.14*	-.04	.05
Affluent mobility	-.12*	-.10	-.05
Rural (vs. urban location)	-.48**	-.41**	-.08
Community crime and characteristics of the studentry which are externally determined			
Community crime	.46**	.16**	.04
Social and educational disadvantage	.58**	.42**	.36**
Desegregation	.13*	-.05	-.01
Staffing, size, and resources			
Number of different taught	.26**	.22**	.18**
Teaching resources	-.44**	-.15**	-.06
Total enrollment	.25**	.02	.00
Teacher and principal reports of governance and educational climate			
Principal enforcement approach	.17**	.01	.00
Teacher punitive approach	.35**	.15**	.14*
Teacher democratic orientation	.15*	.07	.08
Teacher-administration cooperation	-.40**	-.19**	-.18**
Restitution enforced	-.26**	-.02	-.03
Ambiguous sanctions	.44**	.15**	.13*
Emphasis on job preparation (vs. basic skills)	-.19**	-.03	-.02
Student reports of social climate, measures of socialization, and grades			
Perceived fairness and clarity of rules	-.22**	-.11	-.11
Perceived firm and clear rule enforcement	-.13*	-.02	-.02
Peer and nonacademic ties	-.48**	-.04	-.04
School attachment	-.20**	.07	.07
Belief in conventional rules	-.33**	-.11*	-.11*
Good race/ethnic relations	-.28**	.04	.04
Mean grade received	-.21**	.00	.00
Grade dispersion (standard deviation)	.20**	.06	.06

Note. All N's > 225 schools.

*p < .05

**p < .01

2. The greater the teaching resources, the less the teacher victimization.
3. The better the teacher-administration cooperation, the less the teacher victimization.
4. The more ambiguous sanctions are used (lowering grades as a disciplinary practice and ignoring misconduct), the more the teacher victimization.
5. The more punitive the attitudes of teachers in a school, the more the teacher victimization.
6. The more the students as a group believe in conventional social rules, the less the teacher victimization.

Student Victimizations

Table 45 shows, for student victimization, the total associations and net contributions for blocks of predictors according to the model specified earlier. In contrast to the results for teacher victimizations the community characteristics are only weakly associated with aggregated student victimization reports. Indeed, again in contrast to the analyses for teacher victimizations, all predictors combined are weakly associated with student victimizations--accounting for less than one-fourth of the variance, versus well over three-fifths for teacher victimizations. Moreover, the increment in predictive power which is obtained when community crime or characteristics of the school are used in addition exogenous community characteristics is also modest. Significant increments in predictive effi-

ciency are made only with the block of predictors involving student reports of social climate, measures of socialization, and grades, teacher and principal reports of school governance and educational climate (junior high schools only), and characteristics of the community which are determined outside the school (senior high schools only).

Tables 46 and 47 present a finer-grained version of the results for student victimizations. They show, for junior and senior high schools, respectively, the total associations, total contributions (effects), and direct contributions (effects) of specific variables within each block according to the path model. Table 46 implies that, for junior high schools, the following school characteristics influence the level of student victimization experienced in the school. Nearly all the influences are small in size.

1. The more confused teachers are about the ways school policies are determined, the more students report being victimized.
2. The more democratic the attitudes of the average teacher (e.g., teachers' indicating that students should have a say in how the school is run), the more students report victimization.
3. The more students on the average report that school rules are fair and clear, the less they report being victimized.

Table 47 implies that, for senior high schools, the following school characteristic influences the level of student victimization experienced in the school.

Table 45

Total Associations and Net Contributions of Blocks of Predictors
in the Model for School Rates of Student Victimization

Predictor set	R ² for this block	R ² at this stage in the model	Net contri- bution
Junior high schools			
Exogenous community characteristics	.03	.03	.03*
Community crime and characteristics of the studentry which are externally determined	.04	.05	.02
Staffing, size, and resources	.03	.06	.01
Teacher and principal reports of governance and educational climate	.09	.12	.06**
Student reports of social climate and measures of socialization	.19	.24	.12**
Senior high schools			
Exogenous community characteristics	.02	.02	.02*
Community crime and characteristics of the studentry which are externally determined	.19	.19	.17**
Staffing, size, and resources	.04	.19	.00
Teacher and principal reports of governance and educational climate	.03	.20	.01
Student reports of social climate, measures of socialization, and grades	.12	.25	.05*

Note. The total association is the squared multiple correlation of all the predictors in a particular block with the criterion. In the context of the path model it includes spurious correlation for endogenous variables and unanalyzed correlation for the exogenous variables. All these SMC's are significantly different from zero.

The column headed "R² at this stage in the model" gives the proportion of variance in the criterion accounted for by all predictors up to and including the block of predictors in question, but no predictors which are assumed to be sequiters to this block according to the path model.

Total contribution is the increase in R² which results when these variables are added to the equation at the appropriate stage according to the path model.

* Increase in R² significant at the p<.05 level.

** Increase in R² significant at the p<.01 level.

Table 46

Total Associations, Total Contributions, and Direct
Contributions to Rates of Student Victimization
in Junior High Schools

Predictor and block	Total Associ- ation	Total Contri- bution	Direct Contri- bution
Exogenous community characteristics			
Poverty and disorganization	.17**	.16*	.12
Rural (vs. urban) location	-.11*	-.04	.03
Community crime and characteristics of the studentry which are externally determined			
Community crime	.14*	.06	-.01
Desegregation	.15**	.12*	.06
Staffing, size, and resources			
Teaching resources	-.16**	-.11	-.03
Teacher and principal reports of governance and educational climate			
Policy confusion	.18**	.14*	.09
Teacher democratic orientation	.22**	.18**	.14*
Teacher-administration cooperation	-.15**	-.05	.07
Student reports of social climate and measures of socialization			
Perceived fairness and clarity of rules	-.41**	-.28**	-.28**
School attachment	-.31**	.04	.04
Average internal control	-.28**	-.12	-.12
Delinquent youth culture	.22**	.11	.11
Belief in conventional rules	-.21**	.04	.04
Good race/ethnic relations	-.25**	-.06	-.06

Note. All N's > 247.

*p < .05

**p < .01

Table 47

Total Associations, Total Contributions, and Direct
Contributions to Rates of Student Victimization
in Senior High Schools

Predictor and block	Total Associ- ation	Total Contri- bution	Direct Contri- bution
Exogenous community characteristics			
Affluence and education	-.14*	-.14*	-.07
Community crime and characteristics of the studentry which are externally determined			
Community crime	.18**	.21**	.16*
Mean grade level	-.33**	-.33**	-.32**
Percentage of students female	-.19**	-.17**	-.19**
Staffing, size, and resources			
Number of different students taught	.18**	.10	.01
Teaching resources	-.14*	-.02	.02
Teacher and principal reports of governance and educational climate			
Teacher authority	.12*	.06	.01
Teacher-administration cooperation	-.12**	-.05	.00
Student reports of social climate, measures of socialization, and grades			
Good race/ethnic relations	-.18**	-.09	-.09
Perceived fairness and clarity of rules	-.25**	-.16*	-.16*
Student influence	-.15**	-.02	-.02
Average internal control	-.15**	-.02	-.02
Belief in conventional rules	-.18**	.06	.06
Mean grade received	-.17**	-.10	-.10

Note. All N's > 225.

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*p < .05
**p < .01

1. The more students on the average report that school rules are fair and clear, the less they also report being victimized.

Influences Beyond the School's Control

The foregoing lists enumerate contributions of school organizational characteristics which contribute to the explanation of school disruption when extrinsic community characteristics and school social compositional characteristics which are largely beyond the control of school administration and staff are statistically controlled. To gain further insight into the distribution of school disruption, we now focus our attention on these extrinsic variables and their contributions to school disruption.

Teacher victimization. Tables 43 and 44 imply that teachers on the average report more victimization in the following kinds of schools.

1. Schools located in areas characterized by poverty, unemployment, and a high proportion of female-headed families.
2. Urban schools.
3. Schools located in high crime communities.
4. Schools where large proportions of the students are black, rated as low in ability, and come from families on welfare.

The foregoing list is consistent with the results for both

junior and senior high school teacher victimization.

Student victimization. Students on the average report more victimization in the following kinds of schools.

1. Schools located in areas characterized by poverty, unemployment, and a high proportion of female-headed families. (Junior high schools only.)
2. Schools located in areas where the general population has little education and is not affluent. (Senior high schools only.)
3. Schools located in high crime communities. (Senior high schools only.)
4. Schools in which most students are at the lower grade levels. (Senior high schools only.)
5. Schools where a large proportion of students are male. (Senior high schools only.)
6. Schools where desegregation programs exist (e.g., bussing or court-ordered desegregation programs). (Junior high schools only.)

This result for junior high schools appears inconsistent with the National Institute of Education's (1977) report. That report summarized its results as follows:

The statistical analysis shows that a school's being under court order to desegregate is associated with only a slight increase in the amount of student violence when other factors are taken into account. It shows further that there is no consistent association between number of students bussed and school violence, controlling for other factors. Finally, there is a weak association between student violence and the recentness of initial desegregation efforts at a school. Together these findings suggest that some violence

may be due to the initiation of mandatory desegregation, but that as time goes on and larger numbers of students are bussed to achieve racial balance, the desegregation process ceases to be a factor. (p. 132)

Their statistical results (National Institute of Education, 1977, Appendix A, pp. 17-19), however, are in greater agreement with our results than is their verbal summary. In their results for urban junior high schools, percentage of students bussed did make a moderate direct contribution to school violent crime level. (Their measure is closely related to our student victimization measure. Suburban and rural junior high schools did not produce this result.) In short, their results for the junior high schools in which desegregation programs may be expected to be a major issue parallel our results closely. Neither their results nor ours directly address recency of desegregation efforts. Their evidence is indirect and unclear on this issue, and we were unable to examine it carefully.⁴⁷

Limitations

These conclusions require qualification. First, we have already noted that one may fault the model guiding the application of statistical controls.⁴⁸ More research exa-

⁴⁷In our research we did briefly examine the recency of bussing, but discovered that the skip pattern of the principal questionnaire was such that information about recency was available for so few schools that no confident statements are possible (see our Table 13, and the principal questionnaire in Appendix D).

mining alternative models is required. Second, although we have taken extraordinary care in the development of the measures used, they are known to be subject to substantial measurement error, and they are also potentially subject to misinterpretation in terms of the constructs they measure. Third, one does not know what consequences would really ensue if one were to deliberately alter some school characteristic. It is not at all clear how these characteristics could be successfully altered. Fourth, despite our efforts to avoid criterion contamination in selecting predictors--omitting from consideration any predictors which obviously overlapped the criterion--nagging doubts persist that criterion contamination exists or that some global positive attitude toward the school may have influenced both predictors and criterion in these analyses.⁴⁹ This is a pervasive

⁴⁸For a discussion of difficulties in interpreting path models involving ecological data see Gottfredson (1979).

⁴⁹It is often difficult to decide whether one should consider a variable a predictor, an alternative measure of the criterion, or a consequence of the criterion. In the present research we have not, as did the original Safe School Study, used reports of the extent to which teachers maintain order in the classroom as a predictor. Although one certainly may expect that teachers manage classes differently--some maintaining order better than others--reports that classrooms are disorderly can equally well be construed as a criterion measure. Other variables included here are problematical as well. The ambiguous sanctions scale includes reports by teachers that they lower grades in response to repeated misconduct, and that they ignore misconduct. These items presume some misconduct, and it may be that this measure represents a consequence of school disruption as much as it represents a cause. A similar argument could be made about punitive teacher attitudes.

flaw which will accompany almost any questionnaire-based, cross-sectional research in this area.

In short, these data should be further explored using alternative models and techniques. Additional items on a research agenda are a) comparative analysis using incident reports and interview data to learn more about the measurement of disruption in schools, b) collecting time series data in schools to provide for more rigorous evaluation of changes implemented in schools when they occur naturally, c) conducting field experiments with rigorous evaluation designs in a few schools to learn if intentional interventions can produce changes in levels of school disruption, and d) developing a comprehensive theory of school disruption based on results of rigorous research in order to consolidate knowledge, suggest practical strategies to cope with school disruption, and guide further research.

CHAPTER 11

ADVICE FOR POLICY MAKERS

In the preceding chapters we have described a complex, highly technical research effort based on large scale survey data about disorder in the nation's public schools. Those data are the best data currently available to bring to bear on this problem. The earlier chapters summarize only our beginning efforts, and we regard the results as sometimes confusing or inconsistent, but in this chapter we explain in direct language what we believe to be the major implications of the research to date.

These implications are of three types. First, we describe the promising leads--the strategies to decrease school disruption which merit attention by administrators, teachers, funding agencies, legislators, and citizens. These strategies, on the basis of the evidence, deserve discussion, and they deserve to be implemented, monitored, and evaluated to learn whether they really do prevent school disorder in practical application. Second, we discuss ways

to achieve better, more trustworthy knowledge about prevention strategies. Gaining this knowledge will involve not only researchers but also committed and courageous school officials, teachers, and funding agencies. Third, we suggest a policy-maker's guide to learning about the prevention of school disruption. We try to spell out how legislators, administrators, teachers, and the public can learn to cope with school disruption. Our advice is: To do better we must adopt new strategies for learning what works, and we must make realistic attempts to bring about desirable social change.

Promising Strategies

Our research leads to the conclusion that schools may be able to reduce the levels of disorder they experience by taking some specific actions to alter their own practices. None of these steps will be particularly easy to implement--some are costly, others require the exercise of leadership and commitment. Furthermore, none of these strategies is a sure-fire remedy or prevention technique, but they are approaches to the reduction of school disorder which merit the careful consideration of school administrators, teachers, school boards, and community organizations.

The results accord closely with those of earlier research which suggest that large schools with limited resources experience more problems. A constellation of rela-

ted school characteristics--total enrollment, number of different students taught by the typical teacher in a school, and the extent to which teachers are provided with the materials and equipment they need to teach--is implicated in those aspects of school disorder which affect teachers personally. This suggests that consideration be given to changes in schools which would result in schools of smaller size, where teachers have extensive responsibility for and contact with a limited number of students in several aspects of their education, and where steps are taken to ensure adequate resources for instruction.

To the extent that small schools may be more costly to operate than larger schools, and to the extent to which supplying teachers with teaching tools is costly, these strategies will, of course, cost money. Yet, for junior high schools in particular, small schools have fewer problems of teacher victimization. The increase in cost should be considered in relation to the cost of teacher victimization. To some extent this is a matter of judgment about relative costs, and to some extent it is a matter which can be properly addressed by more careful studies of changes in school size in which differences in cost, disruption, and perhaps other consequences are examined.

In senior high schools, especially, consideration should be given to reorganizing instruction so that each teacher has greater contact with a more limited number of

students. By this we do not mean smaller class sizes. Our analyses do not suggest that smaller classes would decrease school disruption, but do suggest that the rotation of students through classes taught by different teachers influences levels of teacher victimization in high schools. We have not determined how or why this happens. Perhaps the mere exposure of teachers to a large number of different students increases the chance that they will be exposed to a large number of potential perpetrators. Perhaps, as others have suggested (National Institute of Education, 1977), when teachers are involved in the education of large numbers of different students, the educational climate is impersonal and leads to disruption.

Reducing the number of different students taught by the typical teacher would necessarily require a reorganization of instructional practices so that teachers teach more than one subject to a group of students, and may call for a greater range of teaching competencies for individual teachers and more instructional preparation. Again, a trade-off of alternatives is involved.

Some other strategies for preventing school disruption implied by our research are more closely tied to social processes within the school--what we have called school governance and social climate. These strategies would require school administrators and teachers to alter their operating procedures, and would depend for their implementation on the

leadership, commitment, and social competencies of these personnel. A constellation of school characteristics is involved in these strategies, all related to a central theme. The more clear, explicit, and firm the running of the school, the less the disruption--in terms of both teacher and student victimizations--that the school experiences. When a school is characterized by a high degree of cooperation between teachers and administration, teachers are victimized less. In such a school teachers report that they get along well with the administration, that they are provided with up-to-date information about problem students by the administration, that all students are treated equally in the school, and that they get advice about handling misbehaving students from the counselors. When, however, teachers are confused about how school policies are set, or when the teachers provide students with ambiguous sanctions by lowering grades as a response to misconduct or by ignoring misbehavior, disruption either in the form of student or teacher victimizations is relatively high.

Additional evidence in our analyses suggests that when schools are run in clear, explicit ways, disruption is lower. When students report that rule enforcement is firm and clear, or that the rules are fair and clear, their schools experience less disruption. Little evidence suggests that student participation in the generation of these rules is a necessary ingredient. The essential elements appear to be firm, clear, persistent, and even-handed ap-

plication of rules. The results suggest, in short, that misconduct should not be ignored but should be responded to in ways that students can anticipate, and in a way which separates responses to academic performance from responses to misconduct.

Implementing the strategy suggested here would involve the concerted effort of administrators and teachers to formulate explicit rules and disciplinary policies, to make these rules and policies known, and to ensure that these policies are adhered to. The rules must not only be clear, firmly enforced, and equitably administered, but they must also appear to be so to students.

Our research also implies that community and governmental action which alters the conditions within which schools operate may influence levels of school disruption. Teacher victimization rates are high in schools located in areas characterized by much poverty, unemployment, and a high proportion of female-headed families; or in schools where large proportions of the students are black, rated by teachers and principals as low in ability, and come from families on welfare. This constellation resembles a community organization factor which may be referred to as social problems or social disorganization. Although we go beyond our data in suggesting this strategy, the perpetuation of areas characterized by social disorganization may be halted by removing policies or practices which result in the con-

centration of disadvantaged or poor people in certain sections of large urban areas (for example, locating low cost housing projects only in urban slums rather than in more widely dispersed locations). We have used community variables primarily as statistical controls in our attempt to identify school variables related to levels of school disruption. We note, however, that housing segregation, poverty, and unemployment are major problems which are tied to disruption in schools, and remedying these social ills may have major consequences for school disruption, especially in terms of rates of teacher victimization.

Because housing is segregated, schools are segregated, and many communities have implemented school desegregation programs. In junior high schools desegregation programs are associated with slightly higher rates of student victimization. Schools where many students are bussed, which are under court order to desegregate, which have a local desegregation plan, or which are characterized by racial imbalance have slightly higher rates of student victimizations. The major variable appears to be the percentage of a school's students which is bussed to achieve racial balance.⁵⁰ This outcome was not replicated for senior high schools.

⁵⁰See Table 13.

If the racial and economic segregation of neighborhoods which characterizes American society did not exist, bussing students to achieve racial balance would not be an issue. If it is true that bussing to desegregate junior high schools slightly increases student victimization, then the strategy suggested earlier of decreasing residential desegregation, and avoiding the concentration of poor families only in certain areas of cities, takes on increased importance. At the same time, we reiterate that our suggestion of this strategy is based on reasonable speculation rather than on evidence.

We do not suggest that consideration be given to halting desegregation programs. Even were it true, as the evidence suggests, that junior high schools with high proportions of students bussed for racial balance experience slightly more student victimizations than similar schools without such bussing, bussing is less objectionable than the alternative of providing some groups of citizens with inferior schooling. In addition, the contribution of desegregation to student victimization suggested by our analyses is smaller than the contributions of school administrative and governance styles which could presumably be altered to reduce disruption in junior high schools.

Learning to Do Better

The strategies for preventing school disruption described in the preceding paragraphs are based on the best evidence and the best analytical skill we have been able to apply to the problem to date. Nevertheless, the evidence and the analytical tools used are far from perfect. The strategies suggested appear particularly worthy of attention and trial, but we cannot confidently state that they will definitely prevent school disruption. The following paragraphs describe how more trustworthy knowledge about the prevention of disruption in schools may be achieved.

The most straightforward way to test a prevention strategy is to conduct an experiment. This means implementing a specifiable strategy in a number of schools (chosen by lot), monitoring the implementation of the strategy to make sure that it is actually being followed, and determining whether the strategy has reduced school disruption. This requires dependably measuring the amount of disruption experienced by these schools and an equal number of comparable schools (which have not implemented the strategy merely because schools selected to test it and the comparison schools were chosen by lot). If the two groups of schools show reliable differences in their levels of disruption, then one can be reasonably confident that the difference is due to the strategy being tested.

This procedure is not the only way to determine the effectiveness of prevention strategies. Evaluation researchers have at their disposal a number of powerful quasi-experimental designs that allow reasonably strong inferences about program effectiveness. One of the most potent involves the systematic, uniform collection of data about levels of disruption over time. If these levels change after a new school policy or systematic practice is implemented--and when evidence indicates that the change in practices was implemented with fidelity--then a reasonable inference is that the new policy or practice caused the change in levels of disruption. When similar evidence is accumulated for different schools, in different places, and at different times, then strong inferences about the effectiveness of the strategy may be made.

Seldom are experiments of the sort described here attempted, and uniform, high quality information about levels of school disruption is rarely routinely collected over time. Evaluating school programs is not a popular activity. School administrators sometimes fear that data about school disruption will be misused, or used against them. Also, the evaluation of social programs is often frustrating--often all one learns is that the intended program was never really implemented as planned, or that the program cannot be demonstrated to be effective. Yet because preventing violence and disruption in public schools is an important goal, learning how this goal can be achieved is important.

Courage, effort, and skill are required to learn to do better. Even learning that a particular prevention strategy was not implemented as intended is a positive contribution. It points the way for further efforts directed at achieving program implementation.

In his remarks at the oversight hearing on the Safe School Study, Congressman Ike Andrews, Chair of the House Subcommittee on Economic Opportunity, illustrated a central issue to be faced in learning to do a better job of preventing school disruption.⁵¹

I would suggest that the conclusions in your study and your recommendations are probably accurate and wise. I say that because my wife, a seventh-grade teacher, and my mother who taught for some 30-odd years, and my daughter who has now taught for 8 years, could have told you the same things before you started the study. . . . [It] is like the farmer who did not buy the book on agriculture. He said he did not need to learn any more. He was not doing half as well as he already knew how to do.

A large part of the task of learning to prevent school disruption is learning how to bring about the adoption of ef-

⁵¹Congressman Andrews may be right about the failure of educators and policy makers to implement what is supposed to be effective, but at the same time he overestimates the accuracy of their perceptions about effective strategies. For example, although many would argue for smaller class sizes as a way to reduce disruption, there is no support for such a strategy in our analyses. Similarly, arguments that increasing student influence in school decision making will reduce disruption receive no support. Other remedies specifically mentioned by the Congressman in the full text of his remarks, such as more psychotherapists to help youngsters who show signs of problems, are ideas which have received no research support or negative support in the literature (McCord, 1978).

fective strategies. We will learn how to do this only by trying to implement promising strategies and observing the conditions that lead to successful implementation.

The path to surer knowledge laid out here is not an easy path to tread. It will require the active cooperation of policy makers, administrators, teachers, the public, and evaluation researchers. Immediate, large scale reductions in school disruption are not to be expected. Instead, the best which can be hoped for, at least in the short run, is a gradual increase in knowledge and a modest improvement in the orderliness of schools.

A Policy-Maker's Guide

Publicized Congressional hearings do not solve social problems, whatever their contribution to winning elections. Dramatic announcements of new programs do not by themselves reduce the problems that schools face, whatever the degree of adulation they bring to their sponsors. Avoiding the systematic collection of data about school violence or disruption does not make the problems go away, even if one wishes it did.

In attempting to prevent school disruption the wise policy maker will:

1. Recognize that spectacular results are not to be expected immediately.

2. Be skeptical about any particular claim that the solution to school disruption is in hand.
3. Try to implement promising strategies to reduce school disruption.
4. Provide mechanisms to monitor the implementation of those programs, to see if they are really implemented as planned.
5. Make explicit plans to evaluate prevention programs using the most powerful designs possible.
6. Put his or her favorite strategy to reduce school violence on the line by subjecting it to rigorous tests.
7. Expect some failures. Honest evaluations of honest efforts do not always produce positive results. Try to learn from the experience, design a new program, and evaluate that.
8. Persevere. There is reason to believe not only that broad social interventions, but also rather specific steps taken by schools can succeed in reducing school disruption.

APPENDIX A

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APPENDIX B
ITEM CONTENT OF THE SCALES

A list of questionnaire items used to form composites described in the body of the report is provided here. Scales are listed in alphabetical order. All items are from the phase II student, teacher, or principal questionnaires, and are designated S, T, or P, accordingly. The numbers and lower case letters refer to the specific items in the corresponding questionnaires. These questionnaires are reproduced in Appendix D. Items are scored with appropriate sign (refer to the factor analysis results in the body of the report).

Ambiguous Sanctions

T22d, T22f

Belief in Conventional Social Rules

S60a, S60b, S60c, S60d, S61b, S61c

Clear Sanctions

P31b, T22b, T22c, T22e

College Preparation

T35 (percent choosing alternative 4), T36 (alternative 4), T33d (senior high only), T34 (senior high only), P58 (senior high only)

College vs. Job Orientation

S45a, S47 (alternative 4), S49, S50, S65 (alternatives 1 and 4), S67 (alternatives 1, 4, and 5), S48 (alternatives 3 and 4)

Community Crime

P68, S25, S26, S27, T11 (Note: In the analyses reported in Chapter 10, the teacher item was dropped when the criterion was teacher victimization, and the student items were dropped when the criterion was student victimization.)

Delinquent Youth Culture

S14d, S15a, S15b, S15c, S15d, S59c, S59e, S61a, S61d

Democratic Orientation

T25b, T25c

Desegregation

P64a, P64b, P62/P48, Absolute value(50% - percentage of students white)

Firm and Clear Enforcement

S12d, S12e, S13a, S13b, S56c, S56f

Good Principal

S56a, S56e, S56g, S56h

Good Teachers

S56b, S56d

Isolation and Referral

P31a, P31f, P31g, P31h, P32 (all relative to school enrollment)

Overall Disruption

P26e, T13, T14, T15, T16, T19, T20, T21, S18, S19, S20, S21, S18, S19, S20, S21, S22, S23

Parental Education and Self-Reported Ability

S30, S33, S35, S53

Parent-Student Influence

T25b, T25c

Perceived Fairness and Clarity of Rules

S12a, S12b, S12c, S13c, S45d, S56g

Peer and Nonacademic Ties

S6a, S6b, S6c (senior high only), S6e, S10b, S40, S45f, S55b, S55d (senior high only)

Policy Confusion

T24a, T24b, T24c, T24d (percent replying not possible to say)

Principal Intervention

T22a, T33b, P31 (relative to enrollment)

Race Relations

S43a, S43b, S44a

Punishment Orientation

T27b, T39b, T39h, T39i

School Attachment

S8, S10a, S10c, S10d (senior high only), S45b, S45e, S45g, S46c, S46d, S47 (alternatives 2, 4, and 5), S50 (junior high only), S55a, S55b (junior high only), S66

Security Measures

P17a, P17c, P18a, P18b, P18c, P18d, P18e, P20b, P20c, P20d, P20f (Note: Items based on P20 refer to school days only)

Social and Educational Disadvantage

P51, P52e, P56, average of percentage of students white according to aggregated student (S3) and teacher (T31) reports, average of percentage of students Spanish-American according to aggregated student (S3) and teacher (T31) reports, S29, S31

Strict Principal

S56c, S56f

Student Influence

S12f, S14e, S46, S57a, S57b, S57c, S57d

Student Victimization

S19, S20, S21, S22, S23

Teacher-Administration Cooperation

T25a, T25d, T26e, T38a

Teacher Culture

T33a, T38b

Teacher Victimization

T13, T14, T15, T16, T19, T20, T21

Vocational vs. Basic Skills Climate

T34 (senior high only), T35 (alternatives 1 and 3), T36 (alternatives 1 and 3), T39d (senior high only), P59 (senior high only)

APPENDIX C
SUPPLEMENTARY TABLES

Table C-1
Zero-Order Correlations Among Community Variables
(n=635-642)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1. FEMHD	T	.73	.11	-.15	-.14	-.08	-.32	-.09	-.46	.46	.12	.12	-.16	-.04	-.28	-.14	-.39	.79	.53	-.03	-.01	-.02	.16	.01	.06
2. DIVORC	.74	T	.11	-.21	-.10	-.11	-.32	-.15	-.51	.36	.07	.11	-.20	-.02	-.26	-.20	-.28	.48	.36	-.08	.08	-.03	.15	.04	.03
3. SSSSN	.12	.11	T	-.04	-.06	-.10	-.22	-.03	-.15	.18	-.12	.10	-.08	-.07	-.16	-.02	-.19	.30	.32	-.04	.08	-.06	.08	.04	.02
4. STAB5YR	-.17	-.25	-.05	T	.24	.16	-.14	.12	.06	-.04	-.10	-.12	-.04	-.03	-.05	.08	-.02	-.08	.00	.06	-.09	.09	-.03	-.02	-.02
5. JHENROL	-.14	-.10	-.06	.20	--	.16	.22	.10	.14	-.06	-.02	-.04	.05	-.08	.24	-.02	.28	-.17	-.20	.07	.04	.07	-.01	.00	-.02
6. HSENROL	-.08	-.11	-.10	.18	.16	--	.18	.20	.10	-.07	.24	-.20	.04	.00	.17	-.11	.21	-.16	-.21	.10	-.03	.03	.00	.00	-.07
7. EDUC	-.32	-.32	-.22	-.20	.22	.18	--	.08	.38	-.31	.06	-.17	.15	.12	.81	-.11	.76	-.51	-.65	-.01	.06	-.08	-.08	.03	.04
8. NONPUB	-.09	-.15	-.03	.17	.10	.20	.08	--	.16	-.15	.19	-.18	.04	.02	.12	-.12	.31	-.13	-.33	.08	-.06	-.03	.11	.00	.02
9. EMPLMTMA	-.46	-.51	-.15	.07	.14	.10	.38	.16	--	-.43	.33	-.10	.21	.04	.16	-.04	.33	-.51	-.54	.06	.02	.02	-.13	-.01	.00
10. UNEMHMA	.46	.36	.18	-.07	-.06	-.07	-.31	-.15	-.43	--	-.08	.35	-.15	.00	-.33	-.06	-.37	.52	.40	-.02	-.04	-.06	.34	.04	.02
11. EMPLMTFE	.12	.07	-.12	-.07	-.02	.24	.06	.19	.33	-.08	--	-.30	.12	.06	-.02	-.23	.02	-.07	-.20	.02	-.03	.06	-.03	.02	-.05
12. UNEMPFE	.12	.11	.10	-.12	-.04	-.20	-.17	-.18	-.10	.35	-.30	--	-.10	-.01	-.25	.10	-.23	.20	.22	.01	.04	-.01	.22	.02	.09
13. TEENEMFM	-.17	-.20	-.09	-.04	.05	.05	.15	.05	.22	-.15	.12	-.10	T	.12	.10	.15	.14	-.21	-.17	.07	-.08	-.04	-.08	-.01	.01
14. TEENEMPF	-.05	-.03	-.07	-.04	-.08	.00	.12	.02	.04	.00	.06	-.01	.12	T	.06	.04	.05	-.04	-.10	.02	.02	-.07	.06	-.01	.09
15. PROFMGR	-.29	-.26	-.16	-.11	.24	.17	.81	.12	.16	-.33	-.02	-.25	.10	.06	--	-.16	.72	-.41	-.45	-.06	.12	-.03	-.11	.02	.03
16. FARMTOWS	-.14	-.22	-.02	.11	-.02	-.11	-.11	-.13	-.04	-.06	-.23	.10	.15	.04	-.16	T	-.21	-.02	.18	.12	-.06	-.08	-.14	-.02	.05
17. MEDINC	-.40	-.28	-.19	-.03	.28	.21	.76	.31	.33	-.37	.02	-.23	.14	.06	.72	-.22	--	-.51	-.77	.01	.04	-.05	-.04	.02	.00
18. WELFARE	.78	.48	.30	-.08	-.17	-.16	-.50	-.13	-.50	.51	-.07	.20	-.20	-.04	-.41	-.03	-.51	T	.69	-.03	-.03	-.02	.18	.02	.07
19. POVERTY	.53	.37	.31	.00	-.20	-.21	-.65	-.33	-.54	.40	-.20	.22	-.17	-.10	-.45	.18	-.77	.68	--	-.07	.06	.03	.02	-.01	.04
20. SNOW	-.02	-.08	-.04	.11	.05	.10	-.04	.12	.07	.00	.05	.01	.07	.02	-.11	.09	.01	-.02	-.08	T	-.42	.08	.06	-.02	-.05
21. TEMP	-.01	.08	.08	-.12	.04	-.03	.06	-.06	.02	-.04	-.03	.04	-.08	.02	.12	-.06	.04	-.03	.06	-.53	--	.09	-.06	.05	.14
22. RAIN	-.03	-.03	-.06	.11	.07	.03	-.08	-.03	.02	-.06	.06	-.01	-.04	-.07	-.03	-.08	-.05	-.02	.03	.06	.09	--	.02	-.06	-.04
23. UNEMP	.16	.15	.08	-.03	-.01	.00	-.08	.11	-.13	.34	-.03	.22	-.08	.06	-.11	-.14	-.04	.18	.02	.09	-.06	.02	--	.01	.09
24. POPSIZ	-.02	-.09	.08	-.16	.01	.00	.18	-.05	.14	-.03	.08	.00	-.02	-.06	.13	-.22	.07	-.02	-.03	-.09	.07	.05	-.06	T	.04
25. TEMPDIF	.06	.03	.02	-.04	-.02	-.07	.04	.02	.00	.02	-.05	.09	.01	.09	.03	.05	.00	.07	.04	-.04	.14	-.04	.09	-.02	--

Note.--Decimals omitted. Correlations below the diagonal are for transformed variables, if transformed. Correlations above the diagonal are for untransformed variables. A "T" in the diagonal cell signifies that that variable was transformed by taking the log of the original variable (+10, except for POPSIZ).

Table C-2

Unrotated Principal Factor Analysis of Community
Indexes for Minor Civil Divisions ($N \geq 152$)

Index	Factors			h^2
	I	II	III	
FEMHD	-.321	.510	-.275	.439
DIVORC	-.226	.668	-.154	.520
SSSSN	-.179	.041	.053	.036
STAB5YR	-.048	-.226	.365	.187
JHENROL	.164	.099	.469	.256
HSENROL	.280	.083	-.006	.085
EDUC	.777	.138	.135	.641
NONPUB	.390	.013	.079	.159
EMPLMMA	.600	-.198	-.234	.454
UNEMPMA	-.319	.066	.163	.132
EMPLMTFE	.414	.210	-.639	.625
UNEMPFE	-.253	-.085	.165	.099
TEENEMPM	.196	-.306	-.215	.178
TEENEMPF	.216	-.189	-.154	.106
PROFMGR	.505	.338	.352	.493
FARMTOWS	-.218	-.516	.047	.316
MEDINC	.843	.210	.186	.789
WELFARE	.693	.254	.015	.545
POVERTY	-.888	.027	.041	.790
SNOW	.098	-.348	-.116	.144
TEMP	-.080	.369	.112	.155
RAIN	-.057	.167	.098	.041
UNEMP	.038	.094	-.040	.012
POPSIZ	.180	.570	.042	.359
TEMPDIF	.091	-.019	.116	.022

Table C-3

Unrotated Principal Factor Analysis of Community
Indexes for Census Tracts ($N \geq 99$)

Index	Factors			h^2
	I	II	III	
FEMHD	.733	.174	.490	.808
DIVORC	.763	.051	.500	.834
SSSSN	.327	-.430	-.101	.302
STAB5YR	.103	.598	-.389	.519
JHENROL	.406	.233	-.115	.232
HSENROL	.133	.378	.187	.195
EDUC	-.776	-.303	.321	.797
NONPUB	-.124	.533	-.058	.303
EMPLMTMA	-.495	.149	.129	.283
UNEMPMA	.687	-.281	-.104	.562
EMPLMTFE	.248	.555	.400	.529
UNEMPFE	.279	-.440	-.315	.371
TEENEMPM	-.190	.050	.243	.098
TEENEMPF	.194	-.048	-.038	.042
PROFMGR	-.756	-.170	.275	.675
FARMTOWS	-.146	-.070	-.013	.026
MEDINC	-.812	-.068	.094	.672
WELFARE	.896	-.202	-.019	.845
POVERTY	.897	-.134	.107	.834
SNOW	.150	.380	-.116	.180
TEMP	-.060	-.375	.146	.166
RAIN	.138	.372	-.083	.164
UNEMP	.439	.039	-.132	.211
POPSIZ	-.267	-.047	.062	.077
TEMPDIF	-.017	-.302	.199	.131

Table C-4

Unrotated Principal Factor Analysis of Community
Indexes for Census Places ($N \geq 382$)

Index	Factor			h^2
	I	II	III	
FEMHD	.819	.328	.192	.816
DIVORC	.667	.371	.176	.613
SSSSN	.324	-.043	-.129	.124
STAB5YR	-.229	-.403	.230	.268
JHENROL	-.254	.023	.151	.088
HSENROL	-.332	-.039	.189	.148
EDUC	-.727	.528	-.112	.820
NONPUB	-.248	-.084	.399	.227
EMPLMTMA	-.620	-.331	-.195	.533
UNEMPMA	.616	.130	.102	.407
EMPLMTFE	-.139	-.086	.108	.038
UNEMPFE	.326	.057	-.131	.126
TEENEMPM	-.302	-.014	-.015	.092
TEENEMPF	-.109	.145	-.025	.034
PROFMGR	-.621	.563	-.041	.704
FARMTOWS	-.063	-.240	-.068	.066
MEDINC	-.773	.408	.265	.835
WELFARE	.810	.107	.119	.681
POVERTY	.844	-.068	-.228	.768
SNOW	-.063	-.262	.392	.226
TEMP	.003	.194	-.390	.190
RAIN	-.100	-.114	.023	.024
UNEMP	.217	.158	.263	.141
POPS IZ	-.112	-.022	-.428	.196
TEMPDIF	.096	.116	-.015	.023

APPENDIX D
QUESTIONNAIRES

NATIONAL INSTITUTE OF EDUCATION

SAFE SCHOOL STUDY

STUDENT QUESTIONNAIRE



SAFE SCHOOL STUDY

National Institute of Education

STUDENT QUESTIONNAIRE

This questionnaire is part of a study that is being done for the U.S. Congress. The study was planned to find out how safe people are in school, to learn about any trouble they may have had, and to figure out how schools that have a problem can be made safer.

You were selected randomly from among the students at your school to be part of this study. This is exactly like having your name drawn out of a hat.

THIS IS NOT A TEST. There are no right or wrong answers. What we need is your honest answer to these questions about your school.

Your participation in this study is voluntary and you have the right not to respond to certain or all of the questions in this questionnaire. However, RTI would like to stress that your participation is important to the validity and success of the study and we encourage your full cooperation.

DO NOT WRITE YOUR NAME ON THIS BOOKLET. Then there will be no way to tell whose answers these are. All we need are the answers, not your names. One more important thing — do not talk or compare answers. It must be quiet, so each of you can give your own answers.

If you have a question at any point, raise your hand.

O.K., please open the booklet to the first page.

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Response Code _____

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1. Are you:

(Circle one number.)

Male 1
Female 2

2. How old are you?

(Circle one number.)

11 years old or younger 1
12 years 2
13 years 3
14 years 4
15 years 5
16 years 6
17 years 7
18 years 8
19 years or over 9

3. How do you describe yourself?

(Circle one number.)

American Indian or Alaskan Native 1
Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.) 2
Spanish-American (Mexican, Puerto Rican, Cuban or other Latin American) 3
Black or Afro-American or Negro (other than Spanish-American) 4
White (Other than Spanish-American) 5
Other (Write in) 6

4. How long have you gone to this school?

(Circle one number.)

1 month or less 1
Less than 1 year but more than 1 month 2
1 or 2 years 3
3 or 4 years 4
5 or more years 5

5. What grade are you in?

(Circle one number.)

1st Grade 1
2nd Grade 2
3rd Grade 3
4th Grade 4
5th Grade 5
6th Grade 6
7th Grade 7
8th Grade 8
9th Grade (Freshman) 9
10th Grade (Sophomore) 10
11th Grade (Junior) 11
12th Grade (Senior) 12
Ungraded 13

INSTRUCTIONS

There are several kinds of questions in this booklet.

THE FIRST KIND is a multiple choice question. After the question it will say (CIRCLE ONE NUMBER). This means to circle the number beside the answer that fits you best, like this:

EXAMPLE 1

How tall are you?

(Circle one number.)

Less than 5 feet 1
Between 5 and 6 feet 2
More than 6 feet 3

THE SECOND KIND will ask you to circle all the numbers beside answers that fit you, like this:

EXAMPLE 2

What courses do you take at school?

(Circle all that apply.)

English 1
Math 2
Social Studies 3
Science 4
Industrial Arts 5
Other 6

THE THIRD KIND asks a set of questions with the answers to the right of each one. Each answer is labeled as below.

EXAMPLE 3

How do you feel about each of these ideas?

(Circle one number on each line.)

	Agree	Undecided	Disagree
a. Students should decide what is taught in school	1	2	3
b. Parents and teachers should work together	1	2	3
c. Teachers know all the answers	1	2	3

THE FOURTH KIND asks you to circle the number beside "Yes" or "No." If the answer is "Yes," follow the arrow to the next question and answer it by writing a number on the line.

EXAMPLE 4

In the last month did anyone damage something of yours at school?

1 No
2 Yes → a. How many times in a classroom?
b. How many times in other places at school?

2
number
1
number

THE FIFTH KIND just asks you to write in an answer. Please write as clearly as possible.

EXAMPLE 5

How many minutes long is your lunch period?

30
minutes

6. Do you take part in any of the following school activities?

(Circle one number on each line.)

	Yes	No
a. Athletic outside of gym class	1	2
b. Band, orchestra, or chorus	1	2
c. School clubs	1	2
d. Student government	1	2
e. Other activities not part of class work	1	2

7. How good are your school's athletic teams compared to other school's athletic teams in this area?

(Circle one number.)

Much better	1
A little better	2
About the same	3
Not quite as good	4
Not nearly as good	5
No teams at my school that play regularly	6

8. In other ways, how good is your school compared to other schools in this area?

(Circle one number.)

Much better	1
A little better	2
About the same	3
Not quite as good	4
Not nearly as good	5

9. Why do you go to this school and not some other school?

(Circle all that apply.)

I chose this school for its special courses or programs	1
I was expelled from another school	2
I was assigned to this school as it serves my neighborhood	3
I was assigned here so that more black and white students can be at school together	4
Some other reason (What?)	5

10. How well do you like the following:

(Circle one number on each line.)

	Don't Like	Like Fairly Well	Like Very Well
a. This school	1	2	3
b. The students	1	2	3
c. The principal	1	2	3
d. The classes you are taking	1	2	3

11. How many close friends do you have at this school?

(Circle one number.)

None	1
1-3	2
3-4	3
5-9	4
10-19	5
20 or more	6

12. How often are the following things true of your school?

(Circle one number on each line.)

	Almost Never	Sometimes	Almost Always
a. Everyone knows what the school rules are	1	2	3
b. The school rules are fair	1	2	3
c. The punishment for breaking school rules is the same no matter who you are	1	2	3
d. The school rules are strictly enforced	1	2	3
e. If a school rule is broken, students know what kind of punishment will follow	1	2	3
f. Students can get an unfair school rule changed	1	2	3

13. How often is your school like this?

(Circle one number on each line.)

	Almost Never	Sometimes	Almost Always
a. Students need permission to do anything around here	1	2	3
b. Students are paddled for serious rule-breaking	1	2	3
c. Students are treated like children here	1	2	3

14. How much do you agree or disagree with each of the following statements?

(Circle one number on each line.)

	Agree	Undecided	Disagree
a. Schools should have rules about the way students can dress	1	2	3
b. It is all right for schools to suspend students without a hearing	1	2	3
c. If students are in a fist fight, let them settle it by themselves	1	2	3
d. If students use drugs around schools, it is their own business	1	2	3
e. Students <u>do</u> have a lot to say about how this school is run	1	2	3
f. Students <u>should</u> have a lot to say about how this school is run	1	2	3

15. How easy or hard is it for students to get the following things at your school?

(Circle one number on each line.)

	Very Easy	Fairly Easy	Fairly Hard	Very Hard	Impossible	Don't Know
a. Beer or wine	1	2	3	4	5	6
b. Marijuana	1	2	3	4	5	6
c. Heroin	1	2	3	4	5	6
d. Stolen things for sale	1	2	3	4	5	6

16. Do you stay away from any of the following places because someone might hurt or bother you there?

(Circle one number on each line.)

	Yes	No
a. The shortest route to school	1	2
b. Any entrances into the school	1	2
c. Any hallways or stairs in the school	1	2
d. Parts of the school cafeteria	1	2
e. Any school restrooms	1	2
f. Other places inside school building	1	2
g. School parking lot	1	2
h. Other places on school grounds	1	2

17. How often are you afraid that someone will hurt or bother you at school?

(Circle one number.)

Most of the time	1
Sometimes	2
Almost never	3
Never	4

18. How often do you bring something to school to protect yourself?

(Circle one number.)

Most of the time	1
Sometimes	2
Almost never	3
Never	4

19. At school in November did anyone force you to hand over money or things worth less than \$1?

(Circle one number. If "Yes," follow the arrow.)

1 No	
2 Yes	→ How many times? <u>Number</u>

20. Besides things under a dollar, did anyone take money or things directly from you by force, weapons or threats at school in November?

(Circle one number. If "Yes," follow the arrow.)

1 No	
2 Yes	→ a. How many times did this involve losses of \$1 to \$10? <u>Number</u>
	b. How many times did this involve losses of more than \$10? <u>Number</u>

21. In November did anyone steal something worth less than \$1 from your desk, locker, or other place at school?

(Circle one number. If "Yes," follow the arrow.)

1 No	
2 Yes	→ How many times? <u>Number</u>

22. Besides things under a dollar, in November, did anyone steal things of yours from your desk, locker, or other place at school?

(Circle one number. If "Yes," follow the arrow.)

1 No	
2 Yes	→ a. How many times did this involve thefts of \$1 to \$10? <u>Number</u>
	b. How many times did this involve thefts of more than \$10? <u>Number</u>

23. At school in November did anyone physically attack and hurt you?

(Circle one number. If "Yes," follow the arrow.)

1 No	
2 Yes	→ a. How many times were you attacked and hurt badly enough to have to see a doctor? <u>Number</u>
	b. How many times were you attacked and hurt but not badly enough to have to see a doctor? <u>Number</u>

24. Did you stay at home any time in November because someone might hurt you or bother you at school?

(Circle one number.)

Yes	1
No	2

25. Are there fighting games in your neighborhood?

(Circle one number.)

Yes	1
No	2

26. In the last year has either of your parents been robbed on the streets of your neighborhood?

(Circle one number.)

Yes	1
No	2

27. In the last year has anyone broken into your home?

(Circle one number.)

Yes	1
No	2

28. Does your mother or a stepmother live at home with you?

(Circle one number.)

Yes	1
No	2

29. If your mother or stepmother lives at home with you, does she have a full-time job?

(Circle one number.)

Yes	1
No	2
She does not live with me	3

30. If your mother or stepmother lives at home with you, how far in school did she go?

(Circle one number.)

- 8th grade or less 1
 Some high school 2
 Finished high school 3
 Some college or other schooling after
 high school 4
 Finished college 5
 Don't know 6
 She does not live with me 7

31. Does your father or a stepfather live at home with you?

(Circle one number.)

- Yes 1
 No 2

32. If your father or stepfather lives at home with you, does he have a full-time job?

(Circle one number.)

- Yes 1
 No 2
 He does not live with me 3

33. If your father or stepfather lives at home with you, how far in school did he go?

(Circle one number.)

- 8th grade or less 1
 Some high school 2
 Finished high school 3
 Some college or other schooling after
 high school 4
 Finished college 5
 Don't know 6
 He does not live with me 7

34. Is English spoken most of the time in your home?

(Circle one number.)

- Yes 1
 No 2

35. How often do you and your parents talk about school or school work?

(Circle one number.)

- Almost never 1
 Once or twice a month 2
 Once or twice a week 3
 Almost every day 4

36. How do you get to and from school most of the time?

(Circle one number.)

- Walk 1
 School bus 2
 Public bus, subway, train 3
 Car 4
 Bicycle, motorbike, or motorcycle 5
 Some other way (How?) 6

37. How many minutes does it usually take you to get home from school?

(Circle one number.)

- 10 minutes or less 1
 11 to 20 minutes 2
 21 to 30 minutes 3
 31 to 40 minutes 4
 41 to 50 minutes 5
 51 to 60 minutes 6
 More than 60 minutes 7

38. How often do you feel afraid that someone will hurt or bother you on the way to school?

(Circle one number.)

- Almost never 1
 Once or twice a month 2
 Once or twice a week 3
 Almost every day 4

39. How do you usually get your lunch on school days?

(Circle one number.)

- Pay full price at school cafeteria 1
 Pay reduced price at school cafeteria 2
 Get free lunch at school cafeteria 3
 Bring lunch to school 4
 Go home for lunch 5
 Have lunch at nearby restaurant or
 lunch counter 6
 Do not eat lunch 7

40. Do you have a part-time or a full-time job?

(Circle one number.)

- Yes 1
 No 2

41. In the last four weeks how many days of school did you miss?

(Circle one number.)

- None 1
 1 - 2 days 2
 3 - 5 days 3
 6 - 10 days 4
 More than 10 days 5

42. Have you ever been suspended from this school?

(Circle one number.)

Yes 1
No 2

43. How well do the following people get along at your school?

(Circle one number for each item.)

	Not Well	Fairly Well	Very Well
a. Students of different races	1	2	3
b. Students of different nationalities	1	2	3
c. Students without much money and students with money	1	2	3

44. How much do you agree or disagree with each of the following statements?

(Circle one number on each line.)

	Agree	Undecided	Disagree	No Minorities Here
a. Racial minority groups (Blacks, Spanish-Americans, etc.) are treated fairly in this school	1	2	3	4
b. Racial minority groups (Blacks, Spanish-Americans, etc.) are treated fairly in this country	1	2	3	

45. In general, how often are teachers at your school like this?

(Circle one number on each line.)

	Almost Never	Sometimes	Almost Always
a. Teachers expect a lot of work from students	1	2	3
b. They are teaching me what I want to learn	1	2	3
c. They keep order in the class	1	2	3
d. The teachers are fair	1	2	3
e. They are interested in the students	1	2	3
f. They let everyone know who gets high and low grades	1	2	3
g. Teachers let students learn from each other in class	1	2	3

46. How easy would it be to do the following things if you wanted to?

(Circle one number on each line.)

	Not Easy	Fairly Easy	Very Easy
a. Get an unfair grade changed	1	2	3
b. Work faster or slower than the rest of the class	1	2	3
c. Have your ideas listened to in class	1	2	3
d. Talk over school work problems with a teacher	1	2	3
e. Talk over personal problems with a school counselor	1	2	3

47. Most of the classes here are:

(Circle all that apply.)

Easy	1
Interesting	2
Hard	3
Boring	4
Worth taking	5

48. Which one of these things should your teachers work hardest to do?

(Circle only one number.)

Teach basic subjects and skills	1
Help students develop good character	2
Prepare students for later jobs	3
Prepare students for college	4
Keep control in class	5
Make students interested in learning	6
Teach respect for other races and nationalities	7

49. Is there a lot of competition for grades in this school?

(Circle one number.)

Yes	1
No	2

50. Do most of your friends think getting good grades is important?

(Circle one number.)

Yes	1
No	2

51. At the end of the last semester, were your course grades mostly:

(Circle one number.)

- High (mostly A's) 1
 Above average (mostly B's) 2
 Average (mostly C's) 3
 Below average (mostly D's) 4
 Low (mostly E's or F's) 5

52. Could you have chosen to be in a harder English class in your present grade if you had wanted to?

(Circle one number.)

- Yes 1
 No 2
 Don't know 3
 Is harder than already 4
 All English classes the same 5

53. How would you rate yourself in reading ability?

(Circle one number.)

- Well below average 1
 Slightly below average 2
 Average 3
 Slightly above average 4
 Well above average 5

54. Have you ever had to repeat a year in school because you failed?

(Circle one number.)

- Yes 1
 No 2

55. How important is each of the following to you?

(Circle one number on each line.)

Not Fairly Very
 Important Important Important

- a. What teachers think about you 1 2 3
 b. The grade you get at school 1 2 3
 c. Being a leader in school activities 1 2 3
 d. What the other students at school think about you 1 2 3

56. How much do you agree or disagree with each of the following statements?

(Circle one number on each line.)

Agree Undecided Disagree

- a. The principal is doing a good job 1 2 3
 b. The teachers are friendly 1 2 3
 c. The principal runs the school with a firm hand 1 2 3
 d. The teachers are doing a good job 1 2 3
 e. The principal gets out of his office and talks with the students 1 2 3
 f. The principal is tough and strict 1 2 3
 g. The principal is fair 1 2 3
 h. The principal is friendly 1 2 3

57. How often is each of the following statements true of your school?

(Circle one number on each line.)

Almost Never Sometimes Almost Always

- a. Students help decide how courses are taught 1 2 3
 b. Students can rule the teachers 1 2 3
 c. If the school does something wrong and a group of students complain, they can get a fair deal 1 2 3
 d. Students have a say in making school rules 1 2 3

58. What kind of television program do you like best?

(Circle one number.)

- Comedies 1
 Sports 2
 Filler or detective shows 3
 Love stories 4
 Other kinds of shows (What kinds?) 5

59. If some other students have tore up things in a classroom at night and you know who did it, what would you do?

(Circle all that apply.)

- a. Tell your friends 1
 b. Tell your parents 2
 c. Tell a teacher or the principal 3
 d. Agree with the students who did it 4
 e. Do nothing 5
 f. Do something else (What?) 6

60. How do you feel about each of the following ideas?

(Circle one number on each line.)

Agree Undecided Disagree

- | | | | |
|--|---|---|---|
| a. People who leave things around deserve it if their things get taken | 1 | 2 | 3 |
| b. Taking things from stores doesn't hurt anyone | 1 | 2 | 3 |
| c. People who get lost up usually asked for it | 1 | 2 | 3 |
| d. If you want to get ahead, you can't always be honest | 1 | 2 | 3 |

61. Would you do any of the following things if you knew you could get away with it?

(Circle one number on each line.)

No It Depends Yes

- | | | | |
|-----------------------------------|---|---|---|
| a. Cheat on a test | 1 | 2 | 3 |
| b. Spray paint on school walls | 1 | 2 | 3 |
| c. Take money from other students | 1 | 2 | 3 |
| d. Skip school | 1 | 2 | 3 |

62. If you get into serious trouble at school with the teachers, how often would your parents do the following?

(Circle one number on each line.)

Almost Never Sometimes Almost Always

- | | | | |
|-------------------------------------|---|---|---|
| a. Listen to your side | 1 | 2 | 3 |
| b. Agree with you | 1 | 2 | 3 |
| c. Come to school to take your side | 1 | 2 | 3 |
| d. Punish you | 1 | 2 | 3 |

63. Who would you go to first if you needed help with a personal problem?

(Circle one number.)

- | | |
|---------------------|---|
| A school counselor | 1 |
| A teacher | 2 |
| Parents | 3 |
| Brother or sister | 4 |
| Someone else (Who?) | 5 |

64. How do you feel about each of the following ideas?

(Circle one number on each line.)

Agree Undecided Disagree

- | | | | |
|---|---|---|---|
| a. Every time I try to get ahead, something or someone stops me | 1 | 2 | 3 |
| b. If I study hard, I will get good grades | 1 | 2 | 3 |
| c. If I plan things right, they will come out O.K. | 1 | 2 | 3 |

65. What do you want to do most in the year after you leave high school?

(Circle one number.)

- | | |
|--------------------------------|---|
| Go to college | 1 |
| Go to business or trade school | 2 |
| Join the armed forces | 3 |
| Get a job | 4 |
| Get married | 5 |
| Something else (What?) | 6 |
| I don't know | 7 |

66. How much is school helping you get ready for what you want to do after high school?

(Circle one number.)

- | | |
|--|---|
| Very much | 1 |
| Some | 2 |
| A little | 3 |
| Not at all | 4 |
| I don't know what I want to do after high school | 5 |

67. What do you expect you will actually do in the year after high school?

(Circle as many as apply.)

- | | |
|--------------------------------|---|
| Go to college | 1 |
| Go to business or trade school | 2 |
| Join the armed forces | 3 |
| Get a job | 4 |
| Get married | 5 |
| Something else (What?) | 6 |

68. If a school had a problem with personal attacks, theft, and property destruction, what could be done to make it safer?

69. Do you have any comments on the questions in this booklet?

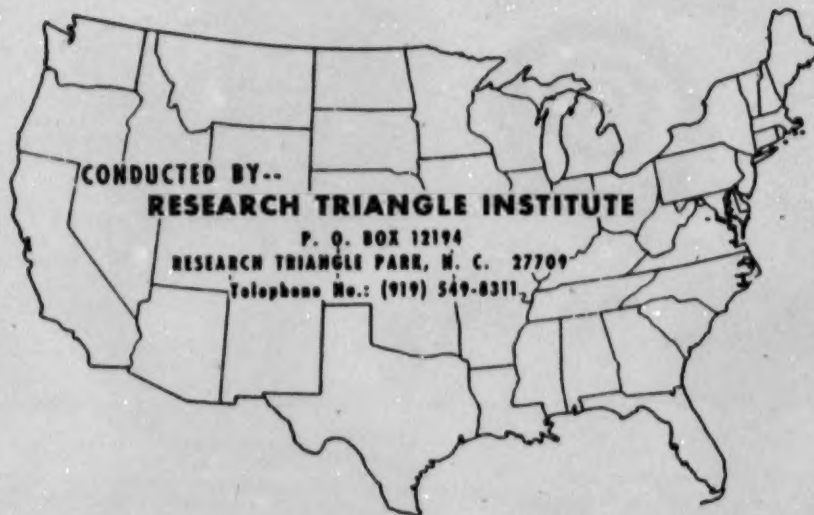
Please check back to make sure you have answered every question.

Thank you for your help with this study.

NATIONAL INSTITUTE OF EDUCATION

SAFE SCHOOL STUDY

TEACHER QUESTIONNAIRE



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SAFE SCHOOL STUDY

National Institute of Education

TEACHER QUESTIONNAIRE

This study has been mandated by the U.S. Congress and is being conducted by the Research Triangle Institute for the National Institute of Education.

We are asking principals, teachers, and students in schools across the country to tell us their experiences with vandalism, personal attacks, and theft in schools. Each group has its own perspective on the problem and its own particular concerns. The information provided by teachers like you is crucial to understanding the nature and extent of this problem in schools.

Your participation in this study is voluntary and you have the right not to respond to certain or all of the questions in this questionnaire. However, RTI would like to stress that your participation is important to the validity and success of the study and we encourage your full cooperation.

THE INFORMATION YOU FURNISH IN THIS QUESTIONNAIRE WILL BE TREATED CONFIDENTIALLY AND NEVER LINKED TO YOU PERSONALLY. NO NAMES OF INDIVIDUALS, SCHOOLS, DISTRICTS OR STATES WILL BE USED IN ANY REPORTS. THE ID NUMBER IN THE UPPER CORNER OF THE QUESTIONNAIRE IS USED ONLY SO THAT INFORMATION FROM VARIOUS SOURCES CAN BE COMBINED FOR PURPOSES OF ANALYSIS.

PLEASE TRY TO COMPLETE THE QUESTIONNAIRE AS SOON AS POSSIBLE AND RETURN IT TO THE LOCATION INDICATED BY THE SCHOOL PRINCIPAL. WITHIN THE NEXT 24 HOURS, PLACE THE COMPLETED QUESTIONNAIRE IN THE ENVELOPE AND DROP IT IN THE BALLOT BOX. THEN MARK OFF YOUR NAME ON THE ROSTER NEXT TO THE BALLOT BOX.

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Response Code _____

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Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one number.)
- (Circle as many as apply.)
- (Circle one number on each line.)
- (Circle one number for each item.)
- (Circle one number for each month.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

PART I

Background Information

1. How many years have you taught full-time? _____ years

2. How many years have you been teaching in this school?

(Circle one number.)

- Less than 1 year 1
1 to 4 years 2
5 to 9 years 3
10 to 14 years 4
15 or more years 5

3. Are you:

(Circle one number.)

- Male 1
Female 2

4. When were you born?

(Circle one number.)

- Before 1930 1
1930 - 1939 2
1940 - 1949 3
1950 - 1949 4
1960 or later 5

5. Circle the number that best describes you.

(Circle one number.)

- American Indian or Alaskan Native 1
Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.) 2
Spanish-American (Mexican, Puerto Rican, Cuban, or other Latin American) 3
Black or Afro-American or Negro (other than Spanish-American) 4
White (other than Spanish-American) 5
Other (specify) _____ 6

6. What is the highest level of education you have attained?

(Circle one number.)

- Some college or less 1
Bachelor's degree 2
Some graduate courses 3
Master's degree 4
Courses beyond the master's degree 5
Doctor's degree 6
Other (specify) _____ 7

7. How much in-service training have you had in each of these areas in the last 24 months?

(Circle one number on each line.)

	None	About A Half Day	1-2 Days	3-4 Days	5 Days or More
a. Teaching methods or curriculum content	1	2	3	4	5
b. Interpersonal or intergroup relations	1	2	3	4	5

8. In what school program do you do most of your teaching?

(Circle one number.)

- College preparatory or academic 1
General 2
Commercial or business 3
Music or art 4
Trade or industrial arts 5
Agricultural 6
Special education 7
Physical education 8
Other (specify) _____ 9

9. Within an average week, how many different students do you teach?

_____ number

10. At what grade level(s) do you currently teach?

(Circle as many as apply.)

- | | |
|----------------------|-------------------|
| Kindergarten 0 | Grade 7 7 |
| Grade 1 1 | Grade 8 8 |
| Grade 2 2 | Grade 9 9 |
| Grade 3 3 | Grade 10 10 |
| Grade 4 4 | Grade 11 11 |
| Grade 5 5 | Grade 12 12 |
| Grade 6 6 | |

PART II

Personal Safety

11. In your opinion, how much of a problem are vandalism, personal attacks and theft in the neighborhood surrounding your school?

(Circle one number.)

- None or
Almost None A Little Some Fairly Much Very Much

12. At your school during school hours how safe from vandalism, personal attacks and theft is each of the following places?

(Circle one number on each line.)

	Very Unsafe	Fairly Unsafe	Average	Fairly Safe	Very Safe	Does Not Apply
a. Your classroom while teaching	1	2	3	4	5	9
b. Empty classrooms	1	2	3	4	5	9
c. Hallways and stairs	1	2	3	4	5	9
d. The cafeteria	1	2	3	4	5	9
e. Restrooms used by students	1	2	3	4	5	9
f. Lounges or restrooms used by teachers	1	2	3	4	5	9
g. Locker room or gym	1	2	3	4	5	9
h. Parking lot	1	2	3	4	5	9
i. Elsewhere outside on school grounds	1	2	3	4	5	9

13. Did anyone take things directly from you by force, weapons, or threats at school in:

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

NOVEMBER	1 No			
	2 Yes →	a. How many times did this involve losses of \$10 or less?	number	
		b. How many times did this involve losses of more than \$10?	number	
OCTOBER	1 No			
	2 Yes →	a. How many times did this involve losses of \$10 or less?	number	
		b. How many times did this involve losses of more than \$10?	number	

14. Did anyone steal things of yours from your desk, coat closet, or other place at school in:

(Circle one number for each month. If "yes" answer follow-up questions a, b, and c.)

NOVEMBER	1 No			
	2 Yes →	a. How many times did this involve thefts of less than \$1?	number	
		b. How many times did this involve thefts of \$1 to \$10?	number	
		c. How many times did this involve thefts of more than \$10?	number	
OCTOBER	1 No			
	2 Yes →	a. How many times did this involve thefts of less than \$1?	number	
		b. How many times did this involve thefts of \$1 to \$10?	number	
		c. How many times did this involve thefts of more than \$10?	number	

15. Were you a victim of rape or attempted rape at school in:

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

NOVEMBER	1 No			
	2 Yes →	a. How many times were you a victim of rape?	number	
		b. How many times were you a victim of attempted rape?	number	
OCTOBER	1 No			
	2 Yes →	a. How many times were you a victim of rape?	number	
		b. How many times were you a victim of attempted rape?	number	

16. Did anyone physically attack and hurt you (not including rape or rape attempts reported in Question 15) at school in:

(Circle one number for each month. If "yes" answer follow-up questions a and b.)

NOVEMBER	1 No			
	2 Yes →	a. How many times were you attacked and hurt so badly that you saw a doctor?	number	
		b. How many times were you attacked and hurt but not so badly that you saw a doctor?	number	
OCTOBER	1 No			
	2 Yes →	a. How many times were you attacked and hurt so badly that you saw a doctor?	number	
		b. How many times were you attacked and hurt but not so badly that you saw a doctor?	number	

IF YOU ANSWERED "NO" TO ALL OF THE ABOVE INCIDENTS (QUESTIONS 13-16) CIRCLE "10" IN THE LIST BELOW AND GO TO QUESTION 19.

17. If you answered "yes" to one or more of the above questions, 13-16, think back to the most recent or only thing that happened to you and circle the number or numbers below which describe that incident.

(Circle as many as apply.)

Took something directly from you worth \$10 or less	1
Took something directly from you worth more than \$10	2
Stole something of yours worth less than \$1	3
Stole something of yours worth \$1 - \$10	4
Stole something of yours worth more than \$10	5
Raped you	6
Attempted to rape you	7
Hurt you so badly that you saw a doctor	8
Hurt you, but not so badly that you saw a doctor	9
Nothing happened (GO TO QUESTION 19)	10

18. Please answer the following questions about the most recent or only thing that has happened to you in OCTOBER or NOVEMBER.

a. How many people did it?

(Circle one number.)
One 1
Two 2
Three or more 3
Don't know 4

b. How many were current students at this school?

None 0
One 1
Two 2
Three or more 3
Don't know 4

c. How many were other school-age youths?

None 0
One 1
Two 2
Three or more 3
Don't know 4

d. How many were males?

None 0
One 1
Two 2
Three or more 3
Don't know 4

e. How many were of the same race as you?

None 0
One 1
Two 2
Three or more 3
Don't know 4

f. Where did this incident take place?

Halfway or stairs 1
Your classroom during classes 2
Empty classroom 3
An office 4
A storeroom 5
Student restroom 6
Gym, locker room, or athletic field 7
Parking lot 8
Elsewhere on school ground 9
Other place (specify) 10

g. To whom did you report this incident?

(Circle as many as apply.)
Principal's Office or head of department 1
School security division 2
Police 3
Other teachers 4
Other (specify) 5

Did not report this incident 6

Question 18 continued on next page.

h. If you did not report it to the principal, head of school security division, or police department, why was this?

(Circle one number.)
Too small or common to matter 1
No evidence or proof 2
They would not have done anything about it 3
Took care of it myself 4
My own fault that this incident occurred 5
Other reasons (specify) 6
Incident was reported 7

i. If something was taken directly from you or stolen in this incident:

a. What was it? _____

b. What would it cost to replace it? _____

19. In October did any students swear at you or make obscene remarks or gestures to you?

(Circle one number.)

Never 1
Once or twice 2
A few times 3
Many times 4

20. In October how many times did any student threaten to hurt you?

(Circle one number.)

Never 1
Once or twice 2
A few times 3
Many times 4

21. In October how many times did you hesitate to confront misbehaving students for fear of your own safety?

(Circle one number.)

Never 1
Once or twice 2
A few times 3
Many times 4

PART III
Student Conduct

22. In your dealing with misbehaving students how often do you do the following things?

(Circle one number on each line.)

	Never	Seldom	Sometimes	Often	Very Often
a. Send them out of class	1	2	3	4	5
b. Give additional school work	1	2	3	4	5
c. Use or threaten to use physical punishment	1	2	3	4	5
d. Lower their grades if it is repeated	1	2	3	4	5
e. Give privileges to increase positive involvement	1	2	3	4	5
f. Ignore it when students talk back	1	2	3	4	5

23. During an average week, how many hours at school do you spend on the following?

a. Administrative and clerical tasks (grading papers, filling out forms, etc.)	_____ hours
b. Preparation and planning	_____ hours
c. Supervisory duties outside class	_____ hours
d. Teaching students	_____ hours

24. At your school, how is each of the following measures determined—by a specific administrative rule, a general policy to be interpreted by the teacher, by individual teachers setting their own policies, or is it not possible to say?

(Circle one number on each line.)

	Specific Administrative Rule	General Policy Interpreted By Teacher	Individual Teacher Sets Own Policy	Not Possible To Say
a. Deciding on standards for puning and failing	1	2	3	4
b. Controlling classroom disorder	1	2	3	4
c. Dealing with serious behavior problems (e.g., fighting, disobedience, etc.)	1	2	3	4
d. Discussing matters about students with parents	1	2	3	4

25. How much does each of the following statements describe your school?

(Circle one number on each line.)

	Not At All	A Little	Fairly Much	Very Much
a. All students are treated equally	1	2	3	4
b. Students have a say about how this school is run	1	2	3	4
c. Parents have a say about how this school is run	1	2	3	4
d. Counselors give me advice about handling misbehaving students	1	2	3	4

26. In your opinion, how well do the following groups get along at your school?

(Circle one number on each line.)

	Not Well	Fairly Well	Very Well	Does Not Apply
a. Students of different races	1	2	3	4
b. Students of different nationality backgrounds	1	2	3	4
c. Students of different socioeconomic groups	1	2	3	4
d. Teachers and students	1	2	3	4
e. Teachers and administrators	1	2	3	4
f. Parents and teachers	1	2	3	4

27. How much do you disagree or agree with each of the following statements?

(Circle one number on each line.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Schools should have rules about the way students can dress	1	2	3	4	5
b. It is all right for schools to suspend students without a hearing	1	2	3	4	5
c. If students are in a fist fight, let them settle it themselves	1	2	3	4	5
d. If students use drugs around school, it is their own business	1	2	3	4	5
e. Students should have a lot to say about how this school is run	1	2	3	4	5
f. Parents should have a lot to say about how this school is run	1	2	3	4	5
g. I want to keep on teaching the kind of students I have now	1	2	3	4	5
h. I want to continue teaching at this school rather than move	1	2	3	4	5

28. How well does your school supply you with the materials and equipment you need for teaching?

(Circle one number.)

Not well at all 1
 A little 2
 Fairly well 3
 Very well 4

29. How well do each of the following characteristics describe the principal of your building?

(Circle one number on each line.)

	Not At All	A Little	Fairly Well	Very Well
a. Friendly	1	2	3	4
b. Fair	1	2	3	4
c. Permissive	1	2	3	4
d. Informal	1	2	3	4
e. Shares decision-making	1	2	3	4

PART IV

Student Characteristics and Teaching Practices

30. What is the average number of students in the classes you teach?

number

31. Of the students you teach, about what percent are:

(Write in percentages; answers should total 100%)

American Indian or Alaskan Native %
 Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.) %
 Spanish-American (Mexican, Puerto Rican, Cuban, or other Latin American) %
 Black or Negro (other than Spanish American) %
 White (other than Spanish American) %
 Other (specify) %

100%

32. a. Of the students you teach, what percentage would you say are:

(Write in percentages; answers should total 100%)

a. High ability %
 b. Average ability %
 c. Low ability %

100%

- b. Of the students you teach how many are:

(Write in number.)

a. Underachievers
 b. Behavior problems
 c. Genuinely interested in school
 students
 students
 students

33. Answer each of the following questions by filling in the blank with the appropriate number.

(Write in number. If none, write in "0".)

a. Each month, on the average, how many students discuss their personal problems with you?
 b. Each month, on the average, how many students do you send to the principal or assistant principal's office for discipline?
 c. How many hours each month, on the average, do you spend with students on school athletic and extra-curricular activities?
 d. How many hours each month on the average do you spend outside of class helping students with school work?

students

students

hours

hours

34. How often do you give different students in the same class continuing assignments at different levels?

(Circle one number.)

Often 1
 Sometimes 2
 Never 3

35. Which one of the following do you emphasize most?

(Circle one number.)

Teaching basic subjects and skills 1
 Helping students develop good character 2
 Preparing students for later jobs 3
 Preparing students for college 4
 Keeping control in class 5
 Developing student interest in learning 6
 Developing respect for other races and nationalities 7

36. Which one of the following does your principal emphasize most?

(Circle one number.)

Teaching basic subjects and skills 1
 Helping students develop good character 2
 Preparing students for later jobs 3
 Preparing students for college 4
 Keeping control in class 5
 Developing student interest in learning 6
 Developing respect for other races and nationalities 7

37. In your opinion, how important are the following in deciding whether students take your courses?

(Circle one number on each line.)

	Of Little Importance	Moderately Important	Very Important
a. Student's desires	1	2	3
b. Student's grades	1	2	3
c. Student's test scores	1	2	3
d. Parent's desires	1	2	3
e. Teacher's evaluation	1	2	3

38. How often does each of the following occur at your school?

(Circle one number on each line.)

	Never	Occasion- ally	About Half The Time	Most of The Time	Always
a. Teachers are provided with up-to-date information on problem students by the school's administration	1	2	3	4	5
b. Teachers hear about problem students from other teachers	1	2	3	4	5
c. Teachers maintain control in class	1	2	3	4	5
d. Outsiders can go anywhere in this school without being stopped	1	2	3	4	5
e. Adults monitor the halls between classes including teachers, other staff, or parents	1	2	3	4	5
f. Parent volunteers are at school during the school day	1	2	3	4	5

39. Following are 10 statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate number at the right of each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Pupils are usually not capable of solving their problems through logical reasoning	1	2	3	4	5
b. Beginning teachers are not likely to maintain strict enough control over their pupils	1	2	3	4	5
c. The best principal gives unquestioning support to teachers in disciplining pupils	1	2	3	4	5
d. It is justifiable to have pupils learn many facts about subjects even if they have no immediate application	1	2	3	4	5
e. Being friendly with pupils often leads them to become too familiar	1	2	3	4	5
f. Student governments are a good "safety valve" but should not have much influence on school policy	1	2	3	4	5
g. If a pupil uses obscene or profane language in school, it must be considered a moral offense	1	2	3	4	5
h. A few pupils are just young hoodlums and should be treated accordingly	1	2	3	4	5
i. A pupil who destroys school material or property should be severely punished	1	2	3	4	5
j. Pupils often misbehave in order to make the teacher look bad	1	2	3	4	5

40. What measures would you recommend to schools having problems with vandalism, personal attacks, and theft?

THANK YOU FOR YOUR HELP ON THIS STUDY!

NATIONAL INSTITUTE OF EDUCATION

SAFE SCHOOL STUDY

PRINCIPAL QUESTIONNAIRE PHASE II



SAFE SCHOOL STUDY

National Institute of Education

PRINCIPAL'S QUESTIONNAIRE PHASE II

This questionnaire is part of a study being conducted by the National Institute of Education to discover (1) how much of a problem schools are having with vandalism, personal attacks, theft, and related incidents; and (2) what can be done to make schools safer and more secure.

The study was authorized by the Congress of the United States in Public Law 93-380, and the data are being collected by the Research Triangle Institute. Participation in the study is voluntary on your part.

The questions concern your physical plant and risk of break-ins, schools' operations and monitoring of the building, student discipline, and some background information on your students, staff, and community. While the questionnaire is directed specifically to you as principal, it is entirely possible that there are other persons on your staff who can complete the questions for you with the exception of questions 72 through 75. If you prefer to designate a staff member to complete the questionnaire, please review the responses to questions 72 through 75 to insure that they have been answered as you would have responded.

It is important that you answer each question as fully and frankly as possible, even if your school has no problem with vandalism or other incidents. The national estimates required by the legislation must be made on the basis of a sample of all schools, not just those experiencing difficulties.

The questionnaires will be filed by identification number only, and the link between school name and number will be destroyed at the end of the project. No names of persons or schools will be used in any reports.

Your assistance in this important study is greatly appreciated.

NOTE: Some questions refer to the month for which you are reporting incidents. Your incident reporting month is November.

Read carefully each question you answer. It is important that you follow the directions for responding, which are:

- (Circle one.)
- (Circle as many as apply.)
- (Circle one number on each line.)
- (Circle one number for each item.)

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided.

1. For what month are you reporting incidents?
(SEE NOTE AT THE BOTTOM OF PAGE 1.)

month

PART I

School Location, Physical Structure, and Schedule

2. How would you describe the area in which your school is located?

(Circle one.)

- City of 500,000 or more 1
City of 100,000 - 499,999 2
City of 50,000 - 99,999 3
Town of 10,000 - 49,999 4
Town of 2,500 - 9,999 5
Town, place, or rural area under 2,500 6

3. How old is your school's main building?

(Circle one.)

- 0 - 9 years 1
10 - 29 years 2
30 - 49 years 3
50 - 69 years 4
70 or more years 5

4. How many separate buildings does your school have?

number

5. Overall, what condition are the buildings (in the building) in?

(Circle one.)

Poor	Below Average	Average	Above Average	Excellent
1	2	3	4	5

6. How many open-space classrooms are in use in your school?

number

7. In all, how many classrooms are in use in your school?

number

8. What grades are taught at your school?

grades

9. How long does it usually take to have broken windows replaced?

(Circle one.)

Less Than One Week	1 - 2 Weeks	3 - 4 Weeks	More Than One Month
1	2	3	4

10. What percentage of the outside wall area of your school (at ground level) is ordinarily lighted at night?

percent

11. Incidents can occur in various places. Does your school have the following?

(Circle one number for each item.)

	Yes	No
a. Cafeteria	1	2
b. Faculty restrooms	1	2
c. Gym	1	2
d. Parking lot	1	2
e. Athletic field or playground	1	2

12. Here are some major items that are sometimes stolen from schools. How many of each of the following does your school have?

(Fill in number on each line. If none, write "0".)

- a. Typewriters _____
b. Movie projectors _____
c. Television sets _____
d. Tape recorders _____
e. Video tape recorders _____

13. a. At what time does the school day begin?

Time

- b. At what time are most students dismissed from school?

Time

- c. How many minutes long is an individual student's lunch period?

Minutes

14. Are students allowed to leave the school grounds at lunch time?

(Circle one.)

- 1 Yes
2 No

15. Within a quarter mile of school is there a place where students frequently hang out (lunch counter, restaurant, store, etc.)?

(Circle one.)

- 1 Yes
2 No

16. a. How many full days of school were (are to be) held in November? _____

(Number)

b. How many part-days of school were (are to be) held in November? _____

(Number)

PART II Security Measures

17. At the beginning of November, did your school have the following security devices and if so, are they dependable?

(Circle one number on each line.)

	Did Not Have	Has, Dependable	Has, Not Dependable
a. Electronic intrusion detection system(s) (motion, sound, heat detection, etc.)	1	2	3
b. Closed circuit T.V. monitor(s)	1	2	3
c. Automatic communication link with police or central monitoring station in case of break-in	1	2	3
d. Portable emergency signalling devices (wrist alarms, pocket alarms, etc.)	1	2	3
e. Security vault or safe	1	2	3

18. At the beginning of November, did your school have the following security devices?

(Circle one number on each line.)

	None	Some	All
a. Deadbolt locks or other specially designed security locks on outside doors	1	2	3
b. Intrusion alarms on outside doors	1	2	3
c. Security screens on ground-level windows	1	2	3
d. Intrusion alarms on ground-level windows	1	2	3
e. Unbreakable glass or plastic in outside windows	1	2	3

19. Are any of the security devices that your school has (Question 18 above) not dependable?

(Circle one number. If "yes" answer follow-up question.)

- 1 Yes → Which device(s)? → _____
 2 No _____
 3 Do not have any of the above

Excluded from Q. 18

20. In the 12 months prior to your incident reporting month, on what occasions did your school use each of the following for security purposes?

(Circle all that apply on each line.)

	On School Days	On Week- Ends or Holidays	At Athletic Events	At Dinner or Other Social Functions	Did Not Use for Security Purpose
a. Administrators and/or faculty members specifically responsible for security and discipline	1	2	3	4	5
b. Security guard(s) employed by school or school district	1	2	3	4	5
c. Police on a regular patrol outside the school	1	2	3	4	5
d. Police stationed in school	1	2	3	4	5
e. Students from your school as monitors	1	2	3	4	5
f. Parents as monitors or security guards	1	2	3	4	5
g. Junior(s) as watchmen	1	2	3	4	5
h. Other _____	1	2	3	4	5

(Specify)

21. In October, how many of the following were used for your school's security?

(Fill in each item. If none, write in "0".)

	Average Number of Persons on Day Duty	Average Number of Persons on Night Duty
a. Administrators and/or faculty members specifically responsible for security and discipline	Number _____	Number _____
b. Security guards employed by school or school district	Number _____	Number _____
c. Police on a regular patrol outside the school	Number _____	Number _____
d. Police stationed in school	Number _____	Number _____
e. Students from your school as monitors	Number _____	Number _____
f. Parents as monitors or security guards	Number _____	Number _____
g. Junior(s) as watchmen	Number _____	Number _____
h. Other _____	Number _____	Number _____

(Specify)

22. Are any of the security personnel that your school uses (Question 21 above) not dependable?

(Circle one number. If "yes" answer follow-up question.)

- 1 Yes → Which group? → _____
 2 No _____
 3 Do not use any of the above

Letter(s) from Q. 21

23. In October, were there any people living on campus at your school?

(Circle one.)

- 1 Yes
 2 No

24. If police and/or professional security guards were stationed at your school in October, did they: (If no police or guards used, check the box below.)

(Circle one number on each line.)

(Circle one number on each line.)

	Police		Security Guards	
	Yes	No	Yes	No
a. Wear uniforms?	1	2	1	2
b. Carry guns?	1	2	1	2
c. Carry other weapons?	1	2	1	2
d. Use guard dogs?	1	2	1	2

Does not apply

☐

25. Does your school keep records of incidents such as vandalism, personal attacks, and theft as they occur?

(Circle one.)

- 1 Yes
 2 No

26. How serious a problem have vandalism, personal attack, and theft been at your school in each of the last five years?

(Circle one number for each school year.)

	No Problem	A Small Problem	Moderate Problem	Fairly Serious Problem	Very Serious Problem
a. 1971-1972	1	2	3	4	5
b. 1972-1973	1	2	3	4	5
c. 1973-1974	1	2	3	4	5
d. 1974-1975	1	2	3	4	5
e. 1975-1976	1	2	3	4	5

27. If there has been a marked change at your school in the seriousness of these problems over the last five years, to what do you attribute this change?

28. Have either of the following occurred in your school in the last 12 months?

(Circle one number for each item. If "yes" answer follow-up question.)

- a. Homicide 1 No
 2 Yes → Number of times in last 12 months _____
 number

If yes, please describe: _____

- b. Rape 1 No
 2 Yes → Number of times in last 12 months _____
 number

29. Does your school employ the following security procedures and if so, are they effective?

(Circle one number on each line.)

	Not Used	Used and is Effective	Used, But is Not Effective
a. Locker checks	1	2	3
b. Key control system (school keys in possession of authorized personnel only)	1	2	3
c. School keys marked or designed to prevent duplication	1	2	3
d. Outside locks replaced when key is missing	1	2	3

30. At your school, how strictly enforced are each of the following regulations?

(Circle one number on each line.)

	<u>Little or No Enforcement</u>	<u>Moderately Enforced</u>	<u>Strictly Enforced</u>	<u>No Such Regulation</u>
a. Students must show I.D. cards to authorized personnel when requested	1	2	3	9
b. Visitors must check in at office	1	2	3	9
c. Students must carry hall passes if out of class	1	2	3	9
d. Students must comply with a dress code	1	2	3	9
e. Students must comply with smoking rules	1	2	3	9
f. Students who damage or destroy school property must repay the school (whether with cash, services, or by other means)	1	2	3	9

31. In October, how many students at your school were:

(Fill in number on each line.
If none, write in "0".)

a. Put on school probation	_____
b. Expelled	_____
c. Suspended	_____
d. Expelled from your school	_____
e. Assigned to special day-long class in your school for disruptive students	_____
f. Transferred to special school for disruptive students	_____
g. Transferred to another regular school because of discipline problems here	_____
h. At school's initiative, referred to community mental health agency as disruptive student	_____
i. Arrested by the police for incidents occurring at school	_____

32. In October, how many times have you and/or the assistant principal(s) met individually with parents to discuss their children's behavior?

_____ number

33. Does your school have a discipline court with students on it?

(Circle one.)

- 1 Yes
2 No

34. In the handling of discipline problems at your school, how much support do you get from each of the following?

(Circle one number on each line.)

	<u>None</u>	<u>Little</u>	<u>Some</u>	<u>Very Much</u>	<u>No Discipline Problem</u>
a. Parents	1	2	3	4	9
b. Local police	1	2	3	4	9
c. Local courts	1	2	3	4	9
d. School board	1	2	3	4	9
e. School system central office	1	2	3	4	9

35. How often do parents object to the disciplinary measures you consider appropriate?

(Circle one.)

<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Fairly Often</u>	<u>Very Often</u>
1	2	3	4	5

36. Does your school have a printed student rights and responsibilities code?

(Circle one.)

- 1 Yes, given to the students
2 Yes, not given to the students
3 No

PART III Staff and Students

(Questions 37 through 42 refer to the principal)

37. How many years have you been the principal of this school?

_____ years

38. How many principals has your school had in the last ten years including yourself?

_____ number

39. Are you:

(Circle one.)

- Male 1
Female 2

40. Circle the number that best describes your:

(Circle one.)

- American Indian or Alaskan Native 1
 Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.) 2
 Spanish-American (Mexican, Puerto Rican, Cuban, or other Latin American) 3
 Black or Afro-American or Negro (other than Spanish American) 4
 White (Other than Spanish American) 5
 Other 6
 (Specify)

41. How old are you:

(Circle one.)

- Under 30 1
 30 - 34 2
 35 - 44 3
 45 - 54 4
 55 or over 5

42. Which of these types of courses have you taught?

(Circle all that apply.)

- College preparatory courses 1
 Commercial courses 2
 Special education 3
 Physical education 4
 Industrial arts 5
 None of the above 6

43. How many of the following work at your school either full or part-time?

(Fill in number on each line. If none, write in "0".)

- a. Central office staff
 b. Guidance counselors
 c. Special education teachers
 d. Mental health specialists
 e. Human relations specialists
 f. Reading specialists
 g. Teachers' aides (including volunteers)
 h. Student tutors (including volunteers)
 i. Adult tutors (including volunteers)

44. How many parents of students work at your school, either for pay or as volunteers? _____

45. How many full-time classroom teachers does your school have? _____

46. Aside from teachers, how many other full-time staff members does your school have (office staff, counselors, other support staff, custodians, etc.)? _____

47. How many teachers have left this school in the past 12 months? _____

48. How many students are currently enrolled in your school? _____

49. What is your school's average daily attendance? _____

50. In the past two full (regular) semesters how many students have transferred to other schools? _____

51. In the past two full (regular) semesters how many students have dropped out of this school? _____

52. Approximately what percentage of the students attending your school are children of:

(Percent)

- a. Professional or managerial personnel %
 b. Sales, clerical, technical, or skilled workers %
 c. Factory or other blue-collar workers %
 d. Farm workers %
 e. Persons on welfare or not regularly employed %

53. How many students are receiving free lunches at your school? _____

number

54. If your school is Title I eligible, how many Title I eligible students do you have this year? _____

(If none, write "0". If not eligible, write "NE".)

number

55. If your school offers either of these kinds of courses, how many students take them?

(Circle one number on each line.)

	Not Offered	Some Students Take	All Students Take
a. Course that explains the law and criminal justice system	0	1	2
b. Course on human relations	0	1	2

66. How much involvement in school affairs do the following have?

(Circle one number on each line.)

	No Involve- ment	A Little Involve- ment	Some Involve- ment	Fairly Much Involve- ment	Very Much Involve- ment
a. Parents	1	2	3	4	5
b. Parent-teacher organization	1	2	3	4	5

68. Does your school have a formally established parent advisory committee (not including PTA's, Home and School Associations, etc.)?

(Circle one.)

- 1 Yes
2 No

67. During the school year how often is your school open for educational, recreational or other community use during the following periods?

(Circle one number on each line.)

	Never	A Few Times	About Half of The Time	Most of The Time	Always
a. Afternoons after school hours	1	2	3	4	5
b. Evenings	1	2	3	4	5
c. Weekends (days or evenings)	1	2	3	4	5

69. Compared to other areas in your school district, how much crime is there in the attendance area served by your school?

(Circle one.)

A Lot Less	A Little Less	About The Same	A Little More	A Lot More	Only School in District
1	2	3	4	5	6

69. How much of a problem is the presence of youthful nonstudents:

(Circle one number on each line.)

	No Problem At All	A Little Problem	Moderate Problem	Fairly Serious Problem	Very Serious Problem
a. In school?	1	2	3	4	5
b. Around school?	1	2	3	4	5

70. How many students in your school are on legal probation, parole or educational release from a correctional institution?

number

56. About what percentage of the students in your school are reading at least one year below their grade level?

percent

57. What percentage of your students are in low ability classes?

percent

QUESTIONS 58 AND 59 FOR HIGH SCHOOL PRINCIPALS ONLY

58. About what percentage of last year's seniors applied to a two-year or four-year college?

percent

59. Does your school place current students in jobs during the school year that are related to the kinds of work they are considering for a career?

(Circle one.)

- 1 No
2 Yes → How many are in such jobs?

number of students

PART IV Community

60. (If in a city or town.) About how far from your school is the central business district? (If not applicable, write "NA".)

miles

61. How far from school is the farthest point in your attendance area?

miles

62. About how many students are bused in for racial balance? (If none, write "0".)

number

63. (If your school has busing for racial balance) in what year did busing for this purpose begin? (If not applicable, write "NA".)

year

64. a. Is your school under a court order to desegregate?

(Circle one.)

- 1 Yes
2 No

b. Is your school part of any other local desegregation program?

(Circle one.)

- 1 Yes
2 No

71. Is there a state or local law making parents financially responsible for their children's vandalism?

(Circle one. If "yes" answer follow-up question.)

1 No

2 Yes → Has your school received compensation
as a result of this law in the last year? → (Circle one.)

Yes	No
1	1

PLEASE BE SURE THAT QUESTIONS 72 THROUGH 75 ARE ANSWERED BY THE PRINCIPAL.

72. If your school has had a problem with vandalism, personal attacks, or theft, have you undertaken any programs or measures that have been particularly successful in reducing them? If so, would you please briefly describe these programs or measures.

73. During school hours which of the following measures would you recommend strongly to schools having serious problems with vandalism, personal attacks, and theft?

(Circle all that apply.)

- Provide security guards in school 1
- Have regular police stationed in school 2
- Suspend and/or expel discipline problem students 3
- Put disruptive youngsters into separate schools or classes 4
- Get students more involved in the operation of the school 5
- Draw up and enforce stricter rules of conduct 6
- Provide more courses tailored to student needs, abilities and interests 7
- Provide more counseling for students with problems 8
- Get parents more involved in the operation of the school 9
- Other _____ 10

(Specify)

74. After school hours which of the following would you recommend strongly to schools having serious problems with vandalism and theft?

(Circle all that apply.)

- Get a good alarm or monitoring system to guard against break-ins 1
- Provide school security guards in school 2
- Other _____ 3

(Specify)

75. Please describe any other things that you would recommend to schools having problems with vandalism, personal attacks, and theft.

THANK YOU FOR YOUR HELP. PLEASE ENCLOSE THIS QUESTIONNAIRE IN THE POST-PAID ENVELOPE AND MAIL TO RTI PROMPTLY.

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